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ABSTRACT

This guide is designed for those working in the field of citizenship to develop programming for immigrants moving through the naturalization process. It offers an overview and discussion of a number of naturalization issues: immigration trends and the demographics of citizenship eligibility; the history of U.S. naturalization policy; considerations in the decision to naturalize; steps to becoming a permanent U.S. resident; eligibility requirements for naturalization; specific procedures for naturalization; historical precedents for citizenship education; the purpose of naturalization education; preparation for the citizenship test; issues in citizenship education program design; and citizenship as empowerment. Substantial appendixes include demographic data on foreign-born individuals in the United States, promotional literature on citizenship and citizenship education, Immigration and Naturalization Service forms, lists of legal resources, references for citizenship education, and descriptive information about standardized citizenship education tests and test administration. Some materials are in Spanish. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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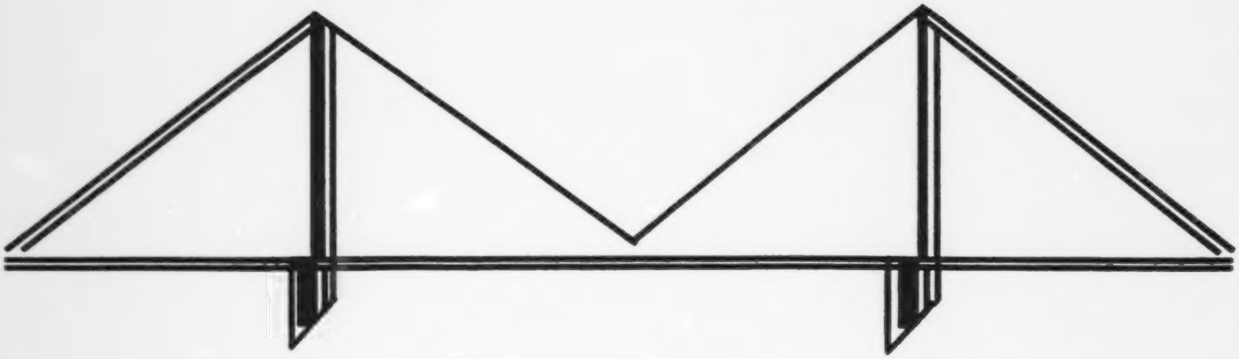

BUILDING BRIDGES:

A RESOURCE GUIDE ON CITIZENSHIP

by

Aliza Becker

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Travelers & Immigrants Aid, Chicago, Illinois
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THE NEW COLOSSUS

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged lands that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door!"

Emma Lazarus

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RIGHTS AND PRIVILEGES OF A CITIZEN

I may think as I please.
I may speak or write as I please, so long as I do not interfere with the rights of others.
I have the right to vote. By my vote I choose the public officers who are really my servants.
I have the right to choose my work, to seek any job for which my experience and ability have fitted me.
I have the right to try to improve my lot through various means.
I have the right to a prompt trial by jury, if I should be accused of a crime.
I may seek justice in the courts, where I have equal rights with others.
I have the privilege of sharing in the benefits of many of the natural resources of my country.
I may educate my children in free schools.
I have the right to worship as I think best.
I have the right to "Life, liberty, and the pursuit of happiness."

Frances Cavanah and Lloyd E. Smith

PREFACE

During the 1980s, more immigrants—8.7 million, according to the 1990 Census—arrived in the United States than during any other decade since the turn of the century. According to the Immigrant and Naturalization Service, there were 7.8 million legal entries during the decade. It is not known how many of those counted by the Census are undocumented. In addition, it is widely assumed that there was an undercount in the Census statistics, especially of foreign-born residents.

In 1990, nearly twelve million of the nation's approximately twenty million foreign-born residents were not United States citizens (1990 Census). However, by 1996, the majority of the adult noncitizen residents become eligible to apply for United States citizenship. As a result, the issue of naturalization—the acquisition of citizenship after birth—is emerging as pivotal both for immigrants and the citizens already living in the communities where these immigrants have settled.

Naturalization allows immigrants to reap the full benefits of life in the United States, including the right to unite their families and the right to vote. This burgeoning of new voters allows immigrant advocates a crucial resource in addressing the issues facing their communities. Therefore, elected officials in districts with large numbers of immigrants are watching cautiously to see how their futures may be influenced by the collective vote of these new citizens.

Motivated by their constituents' potential voting power, a number of immigrant advocacy organizations have begun to organize campaigns to encourage citizenship among legal residents. These groups are gearing up for late 1993 when the first of the nearly three million residents who obtained legal status through the Immigration Reform and Control Act of 1986 (IRCA) become eligible to naturalize. The potential voting power of this largely Latin American population (88% of IRCA applicants were Hispanic) can significantly change the political landscape in the communities where they now reside.

Building Bridges: A Resource Guide on Citizenship is designed to help those who will be working within the citizenship arena to develop programming aimed at moving applicants through the process efficiently and effectively. The guide provides an overview of naturalization issues: the demographics of citizenship, a historical overview of naturalization, the pros and cons of naturalizing, eligibility requirements for naturalization, becoming a permanent resident, the naturalization process, naturalization education, and naturalization empowerment.

Involvement in the naturalization process offers providers an opportunity to make a significant difference in the lives of immigrants. From the immigrant's initial decision to become a citizen to his or her preparation for the interview to postcitizenship issues, the citizenship process offers roles for educators, legal services providers, immigrant advocates, and others to assist immigrants in meeting the legal requirements of becoming citizens and to empower them to become meaningful players in their chosen country. This guide is intended to assist providers in applying their own unique insights as they design services that thoughtfully attend to the needs of their constituents.

Aliza Becker
July 1993

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    - Glossary of Immigration Legal Terms

A WARNING ON LEGAL ADVICE

In order to give service providers a comprehensive understanding of the context in which the citizenship process operates and the kinds of issues that may ensue, naturalization legal policies and procedures are outlined here. While this manual has been reviewed by legal practitioners for its accuracy, it in no way purports to be comprehensive. Also, immigration law can and does change.

Thus, individuals and organizations not under the direct supervision of lawyers or accredited representatives should be cautioned about giving specific legal advice. Immigration regulations provide that only four types of people can represent clients: (1) lawyers, (2) Board of Immigration Appeals (BIA) Accredited Representatives, (3) law school graduates and supervised law students, and (4) reputable individuals who help a friend or family members. In addition, some states (e.g., Illinois, California) and municipalities (e.g., Chicago) have statutes or ordinances governing the scope of immigration work a non-attorney may perform, and the manner in which such work must be performed (e.g., fee restrictions, translations, contract specifications). The bottom line is that it is important not to provide unauthorized legal counseling. Refer all applicants needing legal advice to a competent authorized legal practitioner. Well-meaning attempts to help can potentially result in aggravating problems. Service providers can supply definitions, official dates, costs, locations, and general immigration facts. Additionally, they may recommend that an applicant may consult a legal advisor. However, they should *not* attempt to discuss the implications of this information or to offer opinions on particular cases.

What *can* be of significant assistance to applicants is to teach them to be conscientious consumers in selecting a legal provider. There are many unscrupulous legal professionals who earn a living by taking advantage of immigrants. Applicants should be advised that one does not have to be reputable to advertise on television or radio, one merely must pay the advertising bill. And a fancy law office does not mean quality service.

Latin American applicants in particular should be advised that in the United States a notary public (*notario publico*) is not the same legal professional as in Latin America. Notary publics have the right only to notarize documents, confirming the identity of the person who signed them in the notary's presence. The signature constitutes an oath. *There is no guarantee that the notary has any understanding of law or specific immigration issues.*

The filing of naturalization papers is an area particularly vulnerable to exploitation. Immigrants have been charged as much as $2,000 for what in most cases should be a relatively routine and inexpensive process.

There are a number of organizations that offer free or low-cost immigration legal assistance for persons who meet income guidelines. (See Appendix D.) Some agencies even have hotlines that answer legal questions by phone. Many of these organizations provide referral lists of reputable lawyers in instances when the organizations cannot provide the service themselves.

CHAPTER I:
IMMIGRATION TRENDS/DEMOGRAPHICS OF CITIZENSHIP ELIGIBILITY

CURRENT NUMBERS OF NONCITIZENS

According to the Census, in 1990 there were 19,767,316 foreign-born residents in the United States out of a total population of 248,709,873. Of these, 7,996,998 are citizens. That left 11,770,817 noncitizens or 5% of the population. Six in ten of the United States' foreign-born were not citizens in 1990. This was the highest rate of noncitizenship since the turn of the century.

Between 1985 and 1990, 5.6 million—or more than one-quarter of the country's nearly twenty million foreign-born residents—entered the United States (1990 Census). During this period, roughly five million immigrants were legally admitted to the United States largely as permanent residents (U.S. Dept. of Justice, INS, 1992). Permanent residence is a prerequisite for United States citizenship. In most cases, after five years as a permanent resident, an individual is eligible to apply for United States citizenship. Thus, large numbers of immigrants are becoming eligible to naturalize during the first half of the 1990s.

One million four hundred thousand immigrants obtained their permanent resident legal status in 1989 and 1990 from provisions of the Immigration Reform and Control Act of 1986 (IRCA) commonly referred to as the Amnesty Law. An additional 1.3 million IRCA applicants obtained permanent residence in 1991 and 1992, and smaller numbers continue to obtain their legal status (U.S. Dept. of Justice, INS, 1992). The majority of these so called "amnesty" residents will become eligible to apply for United States citizenship starting in November 1993.

NATIONALITY OF NONCITIZENS

Nearly 52% of noncitizens residing in the United States are from Latin America and the Caribbean. More than three of every four Mexicans or 3,328,310 residents were not citizens in 1990. Asians make up the next largest group at 25%, while the number of noncitizen Europeans constitute a minuscule 12% (1990 Census).

RESIDENCE OF NONCITIZENS

According to an article in *Census and You: Monthly News from the U.S. Bureau of the Census,* "California was home to one-third of the nation's foreign-born population. Other states with large concentrations included New York, 14 percent; Florida and Texas, 8 percent each; and New Jersey and Illinois, 5 percent each" ("One in Four," bulletin, 1993). The majority have taken up residence in the largest metropolitan areas of those states.

FUTURE IMMIGRATION

The Immigration Act of 1990 guarantees that there will continue to be high levels of legal immigration through the 1990s. This law permanently changed United States immigration quota configurations so that each year new, formerly underrepresented, categories of immigrants (e.g., Irish, special business persons, and so on) will enter the country legally. The INS estimates that there will be 8.5 million legal immigrants in the 1990s (Hoefer, 1993). Not only will there be a large pool of potential citizens from those who adjusted their legal status in the 1980s, but growing numbers of new immigrants will continue to arrive throughout the 1990s. Also, those immigrants who choose to naturalize will increase their opportunities to petition to legally bring family members to the United States who will themselves become eligible to naturalize.

Persons Naturalized and Immigrants Legally Admitted into the United States 1980-1990 (INS Demographic Statistics)

Year	Naturalized	Immigrants Admitted
1990	270,101	1,536,483
1989	233,777	1,090,924
1988	242,063	643,025
1987	227,008	601,516
1986	280,623	601,708
1985	244,717	570,009
1984	197,023	543,903
1983	178,948	559,763
1982	173,688	594,131
1981	166,317	596,600
1980	157,938	530,639
TOTAL	2,372,203	7,868,701

IRCA Applicants Who Obtained Permanent Resident Status

1992*	163,342
1991	1,123,162
1990	880,372
1989	478,814
TOTAL	2,645,690

*IRCA applicants continue to adjust to permanent resident status, though in reduced numbers.

SOURCES CITED

Hoefer, M. (Chief, INS Statistics/Demographics Division). (1993, February 26). Panel presentation at "NALEO National U.S. Citizenship Conference," Washington, DC.

One in four of Nation's foreign born arrived in 1985. (1993, February). *Census and You: Monthly News from the U.S. Bureau of the Census* (bulletin), *28*(2).

U.S. Department of Justice, Immigration and Naturalization Service. (1992). *1991 statistical yearbook of the Immigration and Naturalization Service* (M-367). Washington, DC: U.S. Government Printing Office.

CHAPTER II:
A HISTORICAL OVERVIEW OF UNITED STATES NATURALIZATION POLICY

IMMIGRATION LEGISLATION

Congress makes the laws that (1) define who may become a United States citizen; (2) limit how many people can enter the United States every year; (3) determine which groups of people are eligible to enter the United States; and (4) define the categories under which people can enter the country. Naturalization legislation is a component of immigration law.

NATURALIZATION LEGISLATION

While the Constitution grants United States citizenship to anyone born in its territory, naturalization legislation and its interpretation have varied greatly since the founding of the United States. Congress has always held the power to prescribe qualifications for naturalization through laws and amendments to statutes. Current naturalization law was codified in the Immigration and Naturalization Act of 1952 (INA). It forms the basis for most United States immigration law and policies including that governing naturalization; its interpretation has reflected the mores of society.

IMPLEMENTATION OF IMMIGRATION LAW

The Immigration and Naturalization Service (INS), a branch of the U.S. Department of Justice, is the government agency that is responsible for carrying out and enforcing immigration law. The INS establishes and carries out the procedures for admitting or excluding individuals; decides which individual can and cannot enter or stay in the United States and for how long; and takes into custody and seeks to deport anyone it believes is in the country without permission.

The U.S. Department of State processes visa applications at its consulates and embassies abroad and determines which applicants to accept or reject.

The U.S. Department of Labor investigates and certifies whether applicants are eligible for employment-based visas.

NATURALIZATION ADMINISTRATION

Pre-1990: Until 1990, the role of the INS was to receive the application for citizenship, ascertain that it was accurate during an INS interview, check the application for completeness, and interview the applicant to see if he or she met the requirements. If the applicant appeared to the INS to be eligible, the agency prepared a petition to the appropriate court recommending an approval (North, 1984, p. 19).

The role of the courts was to review these recommendations, although this was usually a formality; to receive the fees; to prepare the naturalization certificates; and then to conduct the ceremony in which citizenship is formally granted to the applicants. If the INS recommended a denial and the case was appealed, the courts were to review the recommendation. Generally the United States district courts were involved in naturalization although sometimes a state court assumed this responsibility when its location was more convenient for a number of applicants (North, 1984, p. 19).

Post-1990: In 1990 there was a change from judicial to administrative naturalization that limited the role of the courts in the naturalization process. Under the new system, exclusive jurisdiction to naturalize was transferred to the Attorney General. The Attorney General delegated this authority to the INS. The INS was given authority to collect fees and to review and make the final decision regarding naturalization applications (previously called petitions). This is subject to judicial review from the courts in cases under appeal. The 1990 Immigration Law also gave the INS district director the authority to administer the naturalization oath (Mautino, 1992, p. 20). It was hoped that this change would put an end to the enormous backlog of naturalization applicants waiting for their final hearing in a number of metropolitan areas.

However, there were concerns expressed by the judges who felt that the sanctity of their ceremonial role was being violated. As a result, there were limits placed on the new provision. Judges now have the first option to naturalize. If the judges are unable to provide this service in 45 days, the INS may swear-in the applicant. In special cases in which the applicant is in the hospital or the military or in the case of special community events, the INS may provide this service even prior to the completion of 45 days if the district court allows it. In all cases, if an individual wishes to change his or her name, the ceremony must be performed in front of a judge.

THE NATURALIZATION SECTION OF THE IMMIGRATION AND NATURALIZATION SERVICE (INS)

The Bureau of Naturalization used to form a separate agency within the Department of Labor headed by a Commissioner of Naturalization, a presidential appointee. The Bureau of Naturalization was merged in 1993 with the Bureau of Immigration wherein the person in charge of citizenship was designated an Assistant Commissioner of the INS (North, 1984, p. 19). (See page 9 for a current organizational chart.)

EVOLUTION OF SELECT NATURALIZATION REQUIREMENTS

Racial Restrictions

The first naturalization laws were passed by Congress in 1790. Eligibility was restricted to individuals who were "free white persons." Following the Civil War, eligibility was extended to African Americans. It was not until 1940 that Native Americans were considered citizens. Chinese Exclusion Laws specifically barred the naturalization of Chinese until repeal of those laws in 1943. *The Immigration and Naturalization Act of 1952 ended all racial discrimination in the immigration and nationality laws. According to this act, "the right to naturalization cannot be denied or abridged because of race"* (Gordon & Mailman, 1993, p. 95-4).

Residency Requirement

In 1790, Congress passed a statute that set a two-year residency requirement for naturalization. In 1795, it was changed to five years. A 1798 revision further enlarged the residence period to fourteen years, but in 1803 the five-year period of qualifying residence was restored. The purpose of the residency requirement is to enable the naturalization applicant to learn English, to become familiarized with United States customs and institutions, to cast off attachment to his or her native country, to acquire attachment to the United States Constitution and government, to demonstrate his or her ability to be a law-abiding citizen, and generally to prove his or her acceptability as a United States Citizen (Gordon & Mailman, 1993, p. 95-13).

Proving residency was not always straightforward. Immigration Judge Elliot Berman (1993), a naturalization examiner in the 1940s, recalls,

> *We spent a lot of time helping people find documentation that they had entered the U.S. lawfully. A lot of them came before there were visas. You didn't used to need a passport or a visa to enter the United States—that started in 1921. People couldn't remember what port they came in, whether it was New York or Philadelphia or Boston. People had foreign sounding names. The inspector didn't know how to spell their name so they just wrote it out phonetically. People knew what their names were in their language but not how they were transcribed.*
>
> *Many Jewish people didn't know their last name. In Europe they were "Joseph son of Jacob." We couldn't trace their admission unless we knew their name. Sometimes we couldn't help them, because we couldn't find anything. They had to wait until they were here long enough to get registry.*

Education Requirement

Before 1906, there were no specific education or literacy requirements in the statute for naturalization applicants. Illiterate people who met the other requirements were eligible to naturalize. The 1906 statute required that applicants demonstrate ability to speak English. Even though it was not stated in the law, some courts took individual interpretations of the law and required that applicants also read and write English (Gordon & Mailman, 1993, p. 95-31). Judge Berman (1993) recalls, "[in the 1940s], (i)t was up to us [to decide who spoke passable English]. At that time you only had to speak English; there was no writing test. The main thing was to prove that you had been a lawful resident for five years." It was not until 1950 that strict educational requirements mandating reading and writing were adopted (Gordon & Mailman, 1993, p. 95-32).

Sex or Marital Status

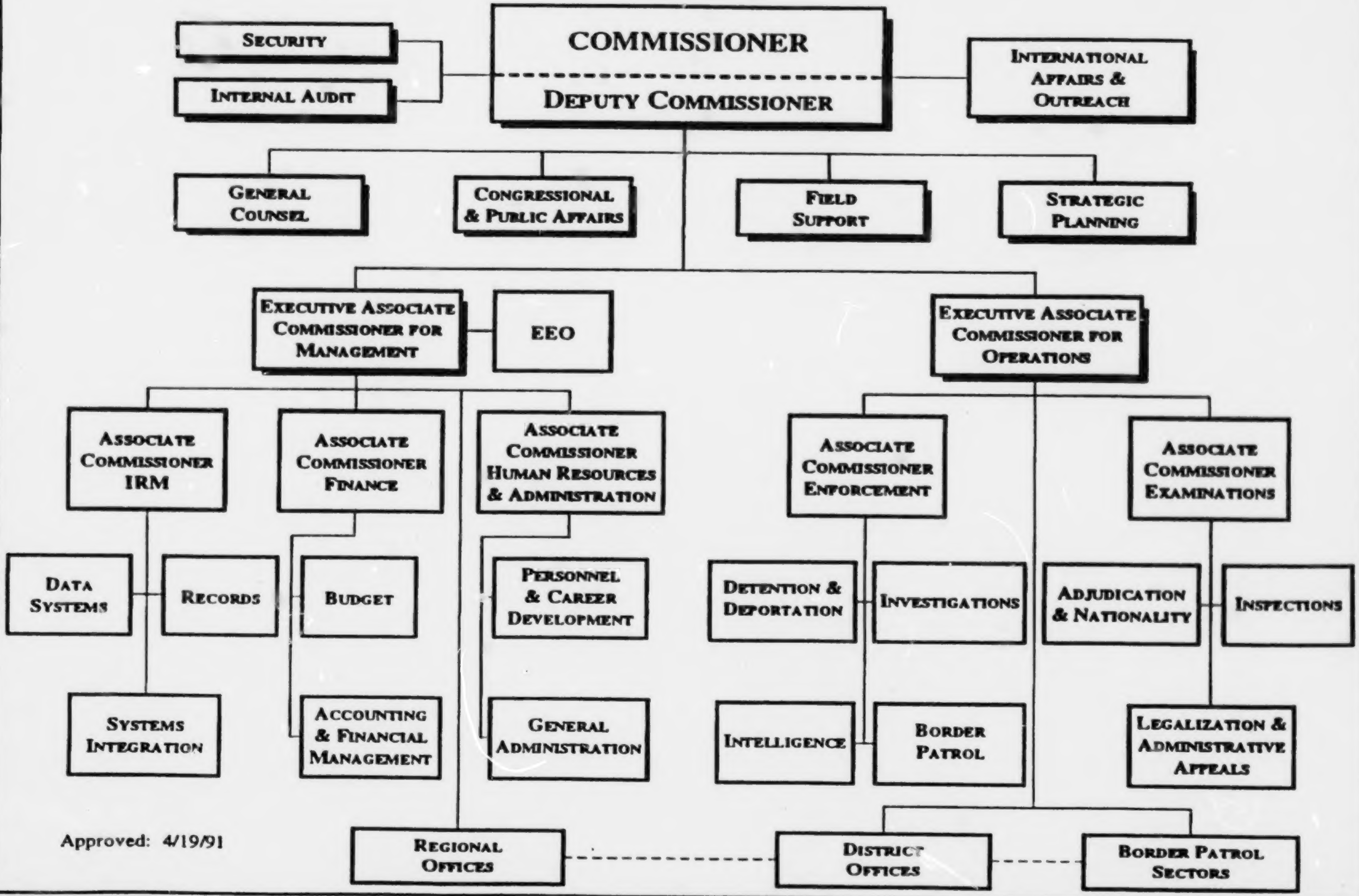
Before 1922, the nationality laws required that a married woman's nationality status be the same as that of her husband. Thus, a woman automatically lost her United States citizenship if she married a foreigner. Between 1922 and 1931, if a woman married a foreign national who was not of white or African heritage (primarily addressed to Asians), she also lost her citizenship (Gordon & Mailman, 1993, p. 95-37).

Sexual Relationships

Adultery was once considered a crucial misconduct affecting good moral character. Judge Berman (1993) comments, "In the '40s it was a big deal if a person was living with someone else but not married [adultery]. We used to go and check on their houses early in the morning. We would ask where they slept and then ask where the other person slept. If it was clear that one of the beds hadn't been slept in, the person wouldn't pass the moral character requirement."

The Act of 1952 specifically precludes the establishment of good moral character for one who has "committed adultery" during the previous five years. This specific preclusion was eliminated in 1981. When cohabitation is discreet and has no adverse effect, it is not considered an impediment. Only when allegations are made by a third party or appear in a divorce decree where the adultery broke up an existing marriage; involves minors; is incestuous; or involves threats, fraud, or the giving or taking of money is it a possible problem (Gordon & Mailman, 1993, pp. 95-43–95-45).

INS ORGANIZATION CHART


SECURITY
INTERNAL AUDIT
COMMISSIONER
DEPUTY COMMISSIONER
INTERNATIONAL AFFAIRS & OUTREACH
GENERAL COUNSEL
CONGRESSIONAL & PUBLIC AFFAIRS
FIELD SUPPORT
STRATEGIC PLANNING
EXECUTIVE ASSOCIATE COMMISSIONER FOR MANAGEMENT
EEO
EXECUTIVE ASSOCIATE COMMISSIONER FOR OPERATIONS
ASSOCIATE COMMISSIONER IRM
ASSOCIATE COMMISSIONER FINANCE
ASSOCIATE COMMISSIONER HUMAN RESOURCES & ADMINISTRATION
ASSOCIATE COMMISSIONER ENFORCEMENT
ASSOCIATE COMMISSIONER EXAMINATIONS
DATA SYSTEMS
RECORDS
BUDGET
PERSONNEL & CAREER DEVELOPMENT
DETENTION & DEPORTATION
INVESTIGATIONS
ADJUDICATION & NATIONALITY
INSPECTIONS
SYSTEMS INTEGRATION
ACCOUNTING & FINANCIAL MANAGEMENT
GENERAL ADMINISTRATION
INTELLIGENCE
BORDER PATROL
LEGALIZATION & ADMINISTRATIVE APPEALS
REGIONAL OFFICES
DISTRICT OFFICES
BORDER PATROL SECTORS

Approved: 4/19/91

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CHAPTER III:
THE DECISION TO NATURALIZE

VARIABLES THAT INFLUENCE NATURALIZATION DECISIONS

There are a number of factors that influence each individual's decision to apply for naturalization. It is not an easy decision. In spite of the benefits, immigrants also have to consider what they give up. While immigration is at peak levels, the proportions of citizenship applicants is low. According to the INS, about 37% of eligible applicants apply for citizenship compared to 67% in 1946. This chapter elucidates many of the benefits and concerns of naturalization that immigrants may consider in reaching a decision.

For many immigrants, the primary impetus to naturalize is legal. Citizenship allows them to petition to reunite with family members. However, the loss of legal rights in their native country, especially property rights, may influence the decision. For others, the focus may be psychological. Obtaining citizenship may be viewed as the last step in claiming the United States as home. Still others may not feel prepared emotionally to denounce loyalty to their native country.

Legislation and/or regulations may influence naturalization levels. When the INS started requiring people with pre-1978 green cards to replace them for a fee, there was a great surge in naturalization applications of these cardholders. Likewise, when Congress passed the Alien Registration Act in the 1940s, all noncitizens had to be fingerprinted and register themselves. When the INS started to enforce it, a lot of people all of a sudden wanted to become citizens (Berman, 1993).

Researchers have identified a number of factors that influence the likelihood of naturalization. Data suggests that those with a higher socioeconomic and occupational status and/or home owners are more likely to naturalize. Those who have left behind family in their home country naturalize as a means to bring their relatives here (Portes, 1993).

Political refugees and those who come from countries that are farther away are likeliest to become citizens: "Vietnamese refugees are eight times as likely to naturalize than economic migrants from Canada" (Sontag, 1993, p. 1). While more than 50% of immigrants from the former Soviet Union and China become citizens, only 18% of Dominicans and 28% of Jamaicans naturalized according to the New York City Planning Department.

What an individual may gain or lose from his or her native country also influences naturalization rates. For example, 49% of eligible Haitians have chosen to naturalize compared to 15% of Germans. Immigrants from highly industrialized Germany give up significant economic benefits by renouncing their German citizenship. In contrast, Haitians, whose country is the poorest in the hemisphere, lose little in the form of material benefits by becoming naturalized citizens (Hoefer, 1993).

An INS study of Lawful Permanent Resident (LPR) immigrants from 1977 through 1981 showed a 39% naturalization rate (excluding those who were 15 and younger in 1981). The study found that the naturalization rate peaked after seven years. Hispanics typically took even longer, an average fourteen years to naturalize (Hoefer, 1993). However, sociologists studying naturalization trends have noted that they are highly subject to change. Once members of a particular community begin to naturalize, the effect tends to snowball (Portes, 1993).

Immigrants' increased access to accurate information about naturalization may also influence these trends. According to the "National Latino Immigrant Survey" sponsored by the National Association of Latino (and Appointed) Elected Officials (NALEO) Educational Fund, the reason cited most frequently for not applying for citizenship was that "there are no real benefits perceived in becoming a citizen." As a result, NALEO has begun to aggressively organize campaigns to encourage citizenship. Other organizations have followed with publicity especially targeted to those who obtained legal status under provisions of the amnesty program.

While permanent residents can benefit from naturalizing, it is important to know that all United States residents, regardless of legal status, are entitled to

- consult with an attorney and have a fair hearing before a judge if arrested or accused of committing a crime.
- receive fair pay and be protected against employment discrimination.
- benefit from certain deferral programs such as public school education; emergency medical services; the Women, Infants, and Children (WIC) food program; the Mothers and Children (MAC) nutrition program; and federal housing.

NATURALIZATION BENEFITS

1. *Avoiding Alien Registration Card Renewal*

LPRs with alien registration (I-551) or "green cards" that started being issued in 1989 have an expiration date on them. They must be renewed every ten years for what is currently a $70 fee. Immigrants might prefer to naturalize than to worry about complying with this regulation and possibly endangering their legal status.

2. *Avoiding Alien Registration Card Identification and Replacement Restrictions*

LPRs are responsible for carrying their green cards at all times. If at any time an agent of the INS should request documentation from an LPR, he or she should be prepared to show the alien registration card. It is considered a misdemeanor not to do so. If an LPR should lose his or her green card, the replacement fee is $70. United States citizens are not subject to such laws.

If the LPR's green card is lost or stolen, he or she generally must apply for a replacement card and must also obtain alternate proof of permanent resident status while awaiting its issuance. Due to INS backlogs, it can take up to a year to receive a new green card. This can present difficulties if a family emergency requires an individual to travel outside the United States and he or she does not have alternate documentation.

If an LPR loses his or her document while outside the country, he or she must submit proof of residency to the United States consulate in order to obtain an alternate document. This can result in a delay. LPRs are also required to notify the INS each time they have a new address.

The INS implemented, withdrew, and then proposed to reinstate a regulation that LPRs with green cards issued before 1978 have to obtain a replacement document. With the cost of replacement nearly identical to the cost of filing a citizenship application, many have opted to do the latter.[1]

3. *Civic Participation*

Those with a particular political party allegiance or social agenda may naturalize as a means to more effectively participate as voting citizens. The vote is viewed as an important tool to advance a particular social agenda. Citizenship gives some individuals increased confidence to assert their views with a reduced fear of negative repercussions. In particular, those who want to influence United States policy in their native country may find citizenship gives them a stronger voice. Citizenship also gives people the option to run for elected office, including city council, mayor, judge, sheriff, state's attorney, state representative or senator, governor, United States representative or senator, or any other office. The United States presidency is the only office requiring natural birth in the United States as a prerequisite.

Citizenship also enables individuals to serve as jury members during judicial proceedings.

4. *Cultural and Economic Affinity*

Immigrants who have flourished personally or economically may wish to use citizenship to secure their allegiance to their new home. Some are influenced by an identification with certain aspects of United States culture such as music or sports. Others find importance in the variety of lifestyle choices in the United States. Women have increased options as workers and parents; choice of occupation is not dependent on the work of one's parents; and homosexuals may find greater freedom of expression.

Some find obtaining United States citizenship a way to reaffirm their identity as a member of a particular ethnic group living in the United States. Chinese become Chinese Americans; Poles become Polish Americans. Those of Latin American descent may choose to identify as Mexican Americans, Peruvian Americans, Latinos, or Hispanics. Others may want to naturalize as a way to drop their specific ethnic identity and simply become Americans.

Immigrants struggling with cultural identity issues, especially parents with children raised here, may fear the prospect of naturalizing as a surrender to the mainstream. They ask, "Do I lose my national identity or reaffirm it by becoming a citizen?"

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[1] The original INS green card replacement program was struck down by a federal court in March 1993 for failing to comply with the Administrative Procedure Act. The INS responded by publishing the same rule through proper rulemaking procedures. Published in 58 Fed. Reg. 31000-03 (May 28, 1993), the proposed rule would invalidate all alien registration cards issued before Form I-551 effective one year after publication of the final rule and give those affected one year to replace their cards. As this goes to press, the final regulation has not been published.

Consequently, the process itself may be used as an opportunity for individuals to sort out what traditions and values they want to retain and pass on to future generations and what aspects of the United States culture they want to adopt as part of their continuing legacy.

5. *Deportation Protection for Self, Spouse, and Children*

Lawfully acquired citizenship is the only absolute protection against deportation. LPRs can be deported or excluded from (not allowed to enter) the United States if they are found to have violated certain immigration laws. Many of these laws relate to criminal convictions (e.g., convictions for violent crimes, certain property crimes, firearms offenses, and/or drug crimes). Other immigration laws that can trigger legal problems, even for LPRs, are the use of fraudulent documents and assisting others to enter the United States unlawfully. Often, long-term LPRs are surprised to find out that their "permanent" status is not unconditional and may be lost. (For a longer discussion of these issues, see Chapter V).

Naturalization can be especially important for parents who want to protect their *minor children who may be engaging in gang or drug activities that endanger their permanent residence status* (see "Naturalization of Children" on page 15.) Also, even if one's children are no longer minors and a situation arises in which a person is potentially deportable, having parents who are citizens may assist in improving the defense against deportation.

In addition, spouses of citizens also have greater protection against deportation (see "Family Reunification" on page 15).

6. *Educational Scholarship Options*

LPRs are eligible for all educational scholarships that are fully funded by the government such as the Pell Grant and the Guaranteed Student Loan Program. However, many other grant programs are not available to them. Applicants for the Rhodes Scholarship, the Fulbright Program, admission to United States Service Academies, and other private scholarships must be United States citizens.

7. *Employment*

Employment restrictions are currently less of a factor in influencing naturalization than they were previously. Many United States citizen job restrictions have been abandoned as a result of equal protection challenges. LPRs may be excluded from some civil service positions at the local and state level where restrictions are narrowly drawn and where formulation and execution of state policy are implicated. In some states, public safety positions such as police officers and public school teaching positions are limited to United States citizens or to those who declare their intent to naturalize. In Illinois, the School Code (1985, Chapter 122, p. 21-1) requires that public school teachers file a "Declaration of Intent to Become a Citizen" (N-300).

Most federal civil service positions are limited to citizens. It may vary depending on the level of security clearance involved. While the military does not require citizenship for enlistment, LPRs are restricted from the many positions that require a security clearance. Also, an individual cannot reenlist in the military if he or she does not have United States citizenship.

Positions in businesses and universities that have contracts with the United States government may also require security clearances and thus have citizenship restrictions.

8. *Estate Tax*

A spouse, whether citizen or LPR, leaving an estate worth over $600,000 will need to pay (whether citizen or LPR) an estate tax. Generally, the government does not tax the first spouse that dies, if the estate is passed to the estates of the surviving spouse who is a citizen, with the understanding that it will probably receive an estate tax when the surviving spouse passes away. However, in the case of an LPR, there is a concern that he or she may return to the native country and the tax will go uncollected; thus, the tax is imposed. In order to avoid this tax, the couple can set up a special type of trust fund called a "QDT"; however, this can be quite costly to establish and the money cannot leave the United States.

9. *Family Reunification*

One of the most common motivating factors is the ability to reunite with relatives. Unlike United States citizens, permanent residents *cannot* file for parents, married children, and siblings. Also, citizenship eliminates the waiting period for legalizing spouses and unmarried children under 21 because there are an unlimited number of visas in this category.

Spouses of United States citizens who have not yet received LPR status generally are granted voluntary departure status allowing them to remain in the country while their application for LPR status is pending. In contrast, spouses of LPRs may have greater difficulty obtaining such status and are more vulnerable to deportation. (Although spouses and children of IRCA LPRs can also get Family Unity. See page 31).

In some families, certain individuals naturalize while others do not as part of a strategy to bring over family members and minimize losses of rights and benefits of native country citizenship.

10. *Protection of Legal Status*

Once a person naturalizes, United States citizenship can rarely be taken away. However, permanent resident status can be taken away by the INS and the person ordered deported or excluded if certain immigration law provisions are violated (e.g., criminal activity, extended absence from the United States, visa fraud).

11. *Naturalization of Children*

The naturalization of one or both parents of unmarried LPR children under 18 may provide citizenship benefits to the children as well.

The naturalization of both parents of LPR children under 18, or of one parent if that parent has legal custody, automatically confers citizenship on the children without necessity of any further action—the children become citizens by operation of law. This is called derivative citizenship.[2] The children can retroactively file the paperwork for proof of citizenship at any time in his or her lifetime.

Children who do not qualify for derivation of citizenship may be naturalized upon the petition of a parent who is a United States citizen. Generally, LPRs are not eligible to apply for naturalization until reaching age 18. However, when the parent naturalizes, he or she can submit an application for his or her unmarried LPR children under 18. In this situation eligibility requirements for the children are liberalized. They do not have to meet general naturalization requirements of residence and knowledge of English, history, or government, only that of good moral character. Children under the age of 14 are presumed to be of good moral character; however, children must demonstrate good moral character between ages 14 and 18.

Naturalization of children is particularly important for parents of the following:

- *Severely mentally retarded children.* For those children whose retardation would make it difficult or impossible for them to pass the English literacy and civics exams and demonstrate an understanding of the oath—requirements for naturalization of adult applicants—derivative citizenship or application for naturalization through a parent prior to the child's 18th birthday are the only options for obtaining United States citizenship. Additionally, the INS may require a doctor's note for a retarded adult naturalization applicant verifying that he or she is capable of understanding the oath.

- *Children declared legally incompetent.* An individual declared legally incompetent by the courts is ineligible to naturalize as an adult. A minor child declared legally incompetent can, however, derive citizenship through his or her parents.

- *Children involved in gang and/or drug activity.* If an LPR child commits certain crimes, including drug and firearms violations, he or she may be rendered deportable and ineligible for United States citizenship. Derivative citizenship or naturalization can protect such children from deportation.

12. *Political and Economic Refugees*

Other immigrants may want to naturalize as a way to distance themselves from lingering feelings of pain from experiences in their native country. This can be particularly true for political refugees whose memories are occluded by fear and flight and for economic refugees who had continually dwelled on uncertainty about their next meal.

Former political exiles may be able to visit their native country with lessened fear of retribution due to their United States citizenship. Also, a United States passport may offer some protection from persecution for those who want to do work in the arena of human rights in their native country.

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[2] As this books goes to press, pending legislation would alter derivative and acquired citizenship requirements. Section 113 of S. 1197 would clarify that a parent may have "sole or joint" legal custody of the child in recognition of the increasing tendency of courts to award joint custody or to fail to address the issue at all.

13. *Retirement*

Retirement is another important factor influencing naturalization. Many immigrants save up their money and acquire property in their native country in the hope of retiring there. Often the cost of living there is less than in the United States allowing them to live more comfortably there on their social security earnings that they accrued in the United States. In many countries LPRs who wish to retire in their native countries will have 15% taken out of their social security checks.

Additionally, LPRs can lose their legal status if they stay outside of the United States for an extended period of time. In contrast, United States citizens can live outside of the country without fear of losing their legal status. (Naturalized citizens should wait one year before exercising this right or they may be subject to denaturalization procedures. See next section.)

14. *Travel*

Ease of travel is another factor influencing the naturalization decision. A United States passport may provide greater flexibility for those who frequently travel abroad as it is recognized throughout the world and some countries do not require visas for United States citizens but do require them for nationals of other countries. Until they become United States citizens, some LPRs experience hassles including bribes and/or additional taxes from customs officials when traveling into their native country.

Also, United States citizens have the right to travel abroad for unlimited periods of time without endangering their legal status. In contrast, each time an LPR makes an "entry" into the United States, he or she must be "eligible" for admission as an immigrant. For this reason, LPRs returning to the United States (1) must present an unexpired green card or a previously obtained re-entry permit (required for LPRs who plan to spend more than twelve months outside of the country. It should be obtained prior to leaving the United States), (2) must not be deemed to have abandoned their residence in the United States (this becomes especially important after a long absence), and (3) must not be excludable (inadmissible to the country because of applicable exclusion grounds) from the United States (CCIRP, 1993).

15. *Foreign Residence Abroad*

United States citizens not only have the right to unlimited travel abroad but also the right to take up foreign residence without affecting their citizenship status. However, every naturalization petitioner must establish that he or she intends to reside permanently in the United States. For this reason, a naturalized United States citizen may be subject to denaturalization if he or she is found to have taken up residence in another country *within one year* of naturalization. Pending legislation may eliminate this provision; in the meantime, newly legalized United States citizens should seek legal counsel if they plan to reside in another country within twelve months of naturalization.

NATURALIZATION CONCERNS

1. *Discrimination*

Immigrants who have personally experienced discrimination in the United States may question whether they are really welcome to stay. It is not uncommon for immigrants to hear comments like, "If you don't like America, go back to Mexico" when they assert themselves. Those working to improve social conditions may be told, "This is America—love it or leave it." Unskilled limited-English speaking immigrants are especially vulnerable to discrimination in the workplace.

Particularly hurtful for many immigrants, especially for individuals from developing countries, is their first experience of discrimination in the United States. For example, immigrants who grew up in Africa may never have had to consider that their skin color might lead to discriminatory treatment. In fact, many Africans have been raised to be staunchly proud of their race. It can be a shock to experience racism for the first time. An educated middle-class Latin American who thought of him or herself as having a privileged position, may be surprised to find that he or she is lumped in with derogatory stereotypes about all Latin Americans.

The underlying social currents of anti-immigrant discrimination in the United States, while certainly incomparable with recent outbursts of anti-immigrant violence in Europe, have had their impact. Organizations like FAIR (Federation for American Immigration Reform) have developed a specific agenda to limit immigration in the United States and to curtail civil rights for those immigrants already here.

FAIR's promotional materials describe the organization as "founded in 1979 to challenge outdated immigration policies and to advance new and realistic approaches to immigration law and border security." They go on to say that "FAIR is leading the national movement of citizens deeply concerned about the adverse effects of out-of-control immigration" ("How Many Immigrants?," promotional brochure):

> Everything Americans cherish is endangered by rapid population growth and urban overcrowding. Our quality of life is declining while our tax burdens increase. The country is grappling with a vast array of domestic problems and keen international economic competition. . . . Immigrants do not create these problems. However, all of these problems are compounded by massive immigration. America simply cannot accommodate all those who wish to join us.

There have been many subtle and overt attacks on immigrants for "taking American jobs" in a time of depressed economic conditions. Critics of bilingual education do not often place their critique in the context of the general crises of urban education and sometimes even escalate into direct attacks on immigrants, especially Hispanics and Asians:

> In the mid-1980s . . . William Bennett, then Secretary of Education, . . . delivered a speech attacking the federal Bilingual Education Act as a "failed path, a bankrupt course, . . . and a waste of 1.7 billion of the taxpayers' money." . . . Most of the "supporting" letters had less to do with the schooling of non-English-speaking students than with

> illegal aliens on welfare, communities being "overrun" by Asians and Hispanics, "macho-oriented" foreigners trying to impose their culture on Americans, and—a special concern—the out-of-control birthrates of linguistic minorities. (Crawford, 1992, p. 4)

Also, increasingly, immigrants with limited-English skills are faulted for creating national disunity. Much more media attention is placed on blaming immigrants for their failure to learn English and how bothersome it is to the rest of us than on addressing resources that would enable them to learn such as adequate numbers of classes, appropriate scheduling and class options, quality instruction, and accessible locations.

2. *Dual Citizenship*

For some potential citizenship applicants, a major barrier to naturalizing is the prospect of losing citizenship in their native country. A strong emotional attachment, patriotism, and/or loss of native country citizenship benefits may deter individuals from naturalizing. Each country has its own rules regarding dual citizenship and its rights and obligations. In certain circumstances, a United States citizen may also be a citizen of another country. For example, a United States citizen may be a dual citizen

- by birth in the United States to parents who are nationals of a country which bases its citizenship on parentage;
- by birth in a foreign country to at least one United States citizen parent; or
- through naturalization of a United States citizen in a foreign state that does not require the United States citizen to renounce his or her citizenship.

According to Stella Jarina (1993), INS Chief of the Naturalization and Special Projects Branch, the government rarely insists that a person renounce his or her United States citizenship solely because he or she retains another citizenship. It only becomes problematic if an individual assumes a high-level position in a foreign government. Denaturalization or stripping an individual of United States citizenship is a rarely exercised authority. The United States government recognizes that the naturalization oath calls for people to renounce their fidelity to a foreign power, but not their rights in that country.

Dual citizenship has become particularly important to individuals with citizenship in a member country of the European Economic Community (EEC). Currently a citizen of a country in the EEC can legally live and work in any other EEC state.

There are advantages and disadvantages to retaining dual citizenship. Advantages may include the right to retain family property and access to certain social benefits; disadvantages may include mandatory military service and a double tax burden. In all cases, however, naturalized citizens should use their United States passport when entering this country.

It should be noted that the relevant statutes on dual citizenship may change over an individual's lifetime. Whatever policies were in place at the time of one's naturalization are subject to change. This is particularly evident in the former

Eastern Bloc countries where the political systems are undergoing rapid and dramatic alterations (Borowiec, 1993).

Even if a particular country does not have a provision for dual citizenship, an individual may not lose all of his or her rights if he or she naturalizes. In fact, some countries may hold an individual responsible for certain rights and obligations regardless of whether he or she has naturalized in the United States. For example, during the Persian Gulf War, a young man who was a naturalized citizen was conscripted for military service in the Iraqi Army while visiting his grandmother. The Iraqi government did not recognize his United States citizenship.

Persons wishing to know their country's policy on dual citizenship should call their consulate. Naturalized citizens do now and can continue to play a role in advocating for dual citizenship policy and the retention of other rights from their native countries. (See Appendix B for further information.)

3. *English Literacy Requirement*

Many immigrants are intimidated by the English and civics requirements. According to the NALEO Educational Fund's "National Latino Immigrant Survey," the second most frequently cited reason Latinos do not naturalize is because they fear the INS examination will be too difficult. Those with minimal education in their native countries are often deterred by English classes that assume literacy. This can also be challenging for those literate in a non-Western language. Elder applicants have often internalized the notion that they are too old to learn. People who have had negative experiences associated with school may be intimidated by the prospect of studying.

Home and work schedules may also make studying difficult. Many immigrants work two or three jobs. In addition, they may have large families who require their attention during nonworking hours. Women who do not work outside the home are often occupied with household responsibilities which may entail not only caring for their own children, but also those of relatives and friends.

Poverty also limits people's access to study. Carfare may be prohibitive. Household tasks may take longer without modern appliances. Cooking may be done in the traditional way without convenience foods. Shopping requires regularly comparing prices at different stores to maximize resources.

Many women have to contend with particular barriers. A husband may discourage his wife from studying. He may be worried about her being in a strange atmosphere, jealous she might meet another desirable man in class, concerned that she might advance ahead of him in English language skills, or he simply may be of the mindset that a woman should stay at home. While some of this is tradition, the situation is exacerbated by the fear of the unknown in a new country and culture and confusion caused by changing gender roles and expectations.

In some parts of the United States, in order to study English free of charge one must enter his or her name on a waiting list. It may take a considerable length of time before the individual is called to class. People may become disillusioned from waiting so long.

4. *Loss of Native Country Rights and Benefits*

By naturalizing, many immigrants will lose rights and benefits in their native country. The Mexican Consulate (*Perdida de la Nacionalidad*, 1992), for example, issues a publication on the specific rights lost from naturalization. When a Mexican citizen naturalizes, he or she loses the right to vote in elections, to be elected to public office, to participate in political matters, to use a Mexican passport, and to exercise his or her profession without a work permit. Additionally, he or she cannot own land that lies within 100 kilometers of the border and 50 kilometers of the ocean. If an individual has such properties, he or she is given five years to divest of those properties.

5. *Naturalization of IRCA Applicants*

Naturalization may raise particular questions for the more than two million previously undocumented residents who were legalized under the 1986 Amnesty Law. The perpetual uncertainty and vulnerability of undocumented life continues to leave a residue despite legalization. This may leave some wary of entering into the naturalization process. The prospect of having their lives once more open to investigation may also be a deterrent. On the other hand, their recent familiarity and success with legalization may provide added impetus to apply for citizenship.

The low education level of significant numbers of persons who legalized under IRCA is also a deterrent (Shova-Glousberg, 1990). While the INS examiners adjust the test content to the individual's education level, it is unclear how much flexibility they will have with the large numbers of minimally literate immigrants who legalized under IRCA.

6. *The Oath of Allegiance*

The oath of allegiance that all naturalization applicants must sign calls on an individual to renounce allegiance to his or her native country and be willing to bear arms for the United States. Renouncing one's allegiance to the country of birth has broad implications for those who feel a deep attachment and pride in their native land. Saramaria Archila, a Colombian immigrant and executive director of the Latin American Integration Center, sums up the feelings of many immigrants: "You have to understand that many immigrants feel lost and diminished when they come to this country. . . . What they have left is their national identity, and they are loathe to give that up" (Sontag, 1993, p. 1).

7. *Permanence of Stay*

Many immigrants come to the United States with the idea that their stay will be temporary. Many years later, they may still have plans to return home even though their objective circumstances point to a permanent stay. It is often difficult and painful for people to admit to themselves that they have in fact established a new home.

8. *Personal Issues*

Some immigrants find that the prospect of naturalizing forces them to consider a variety of personal issues. It may bring up emotional feelings of nostalgia and sadness for what they left behind. Many immigrants carry with them a perpetual notion that they will someday return "home," even when their objective reality makes it highly unlikely. Others may dwell upon all of the family and community members they left behind. They may question why they are the ones living in the United States. There are lingering questions: "What made me different?" and "Is it really OK for me to stay?" They may question the payoff they made to acquire the greater access to material benefits in the United States (Segura-Van Treeck, 1993).

9. *Property Ownership By Foreign Nationals*

Many potential applicants are deterred from naturalizing because of the issue of property ownership by foreign nationals. They may have inherited land which has existed in the family for many generations, or they may hope to retire in their native country with land bought with hard-earned dollars. Each country has its own regulations governing foreign land ownership. Many countries do allow foreign nationals to own land. However, as with all laws, the regulations are subject to change. Individuals should check with their consulates for details on current policy. They may also want to consult an attorney as the information available from consulates may vary tremendously in its depth. There is also no guarantee as to its accuracy.

10. *Problems With Return To Native Country*

An individual who might consider returning to his or her native country may encounter problems gaining legal status to work. A special work permit may be required.

11. *Time and Cost of Naturalizing*

Some potential applicants find the cost of naturalizing prohibitive, especially when there is no guarantee they will be able to complete the process. If denied, they may need to reapply, duplicating the original expense. Costs include the application fee, the cost for photographs and fingerprints, time off work, and filling out the papers if assistance is obtained for a fee. An applicant may need to take a day off work to go to the INS interview, which may require a second visit, and to the swearing-in ceremony. If the applicant chooses to fulfill the testing option with the ETS and/or CASAS test, additional expenses are incurred. The INS does have a provision in which an individual can appeal to the District Director for waiver of the costs of the application alone due to hardship.

12. *United States Policy*

Some people may not want to naturalize because of strong disagreement with the United States government's current foreign or domestic policy.

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CHAPTER IV:
STEPS TO UNITED STATES CITIZENSHIP: BECOMING A PERMANENT RESIDENT

UNITED STATES CITIZEN DEFINITION

A United States citizen is a person who was born or became a citizen of the United States. There are seven ways to obtain United States citizenship:

1. By birth in the United States or the territories subject to its jurisdiction (Puerto Rico, the U.S. Virgin islands, Guam, the Commonwealth of the Northern Mariana Islands).
2. By acquisition at birth abroad through parent(s) who are United States citizens.
3. By naturalization after having been a lawful permanent resident (for those at least 18 years old and for children under 18 whose parents petition for them).
4. By derivation after birth through the naturalization of one's parent or parents.
5. By application of an adoptive United States citizen parent or parents for an adopted child.
6. By having served on active duty in the United States armed forces during executively designated war-time periods. (Prior LPR status is unnecessary.)
7. By legislation collectively naturalizing certain groups of people (e.g., residents of Guam and the Virgin Islands). (Prior LPR status is unnecessary.)

ENTERING THE UNITED STATES: THE FIRST STEP

Before an immigrant can naturalize, he or she must live in the United States for five years as a lawful permanent resident (LPR) or three years if LPR status was obtained through marriage to a United States citizen. In general, individuals enter the United States with an immigrant visa (as an LPR), a non-immigrant visa, or without documents.

1. ***An Immigrant Visa***
   An immigrant visa is given to those who have been lawfully admitted to live and work in the United States on a permanent basis, called LPR for short. LPRs must carry with them an alien registration card commonly referred to as the green card, though it is not green. An LPR can leave and enter the country at will; however, an LPR can lose his or her status if it is legally established that he or she had abandoned his or her residence by being out of the United States without an intent to return. Unlike citizens, LPRs cannot vote, and they have fewer legal protections than United States citizens. They are subject to deportation proceedings if they violate the immigration laws of the United States.

2. ***A Non-Immigrant Visa***
   A non-immigrant visa is issued by a United States consulate abroad to a person who comes to the United States from another country for a specific purpose for a

temporary period of time, for example, tourists, students, business people, diplomats, entertainers, and other visitors are non-immigrants. He or she must comply with the restrictions on the visa such as prohibition from employment or limitations to the length of one's stay or risk losing his or her visa and/or face subsequent problems with the INS. Generally, a person with a non-immigrant visa who becomes eligible for an immigrant's visa must return to their native country to obtain it.

3. *An Undocumented Person*

An undocumented person is an individual who enters the United States without inspection by the INS and who has no permission in the form of a visa. Sometimes referred to derisively as "illegal aliens," this category also includes people who entered the United States lawfully but overstayed their initial legal stay or who violated the conditions of their visas. An undocumented person is not authorized to reside or work in the United States. If apprehended by the INS, he or she may be placed in deportation proceedings. Depending upon each person's situation, the individual may be able to avoid actual deportation if he or she is eligible for a remedy (defense) against deportation. In order to qualify for many remedies, he or she may need to demonstrate substantial equities such as lengthy residence in the United States and/or closely related family members here who are LPRs or United States citizens. Undocumented residents of the United States are eligible for certain legal rights including police protection, public school education for their children, the right to a lawyer if accused of a crime, and the minimum wage in the workplace. Generally, undocumented individuals who become eligible for an immigrant visa must return to their native country to obtain it.

OBTAINING LAWFUL PERMANENT RESIDENCE

There are a number of common legal mechanisms by which individuals have obtained LPR status: through family, work, making large investments, or by qualifying in a number of other ways aimed to reach out to special groups of immigrants. The majority of immigrants obtain legal status through family-based petitions. In 1965, Congress abolished the national-origins quota system, a policy that favored northwestern Europeans, and shifted to a policy based on reunification of families.

LPRs have generally obtained their legal status through one of eleven methods:

1. Asylum
2. Cuban-Haitian Entrant Program
3. Employer-Based Petition
4. Family-Based Petition
5. IRCA General Amnesty Legalization Program
6. IRCA SAW Legalization Program
7. Refugee Status
8. Registry
9. Special Immigrant Visas
10. Suspension of Deportation
11. Visa Lottery

These are described in greater detail below:

1. *Asylum*

This is an option for obtaining legal status for individuals who can establish that they have a reasonable fear of government persecution in their home country on the basis of race, religion, political opinion, membership in a social group, or nationality and, as a result, they are unable to return to their country of last residence. The applicant must be *in* the United States. If an individual is granted asylum, he or she may apply for LPR status one year later in order to permanently remain in the United States. If denied, he or she may appeal in proceedings with an immigration judge and may be deported if unsuccessful. While there is no numerical limitation on asylum applications and approvals, permanent residence is available to only 10,000 asylees per year.

2. *Cuban-Haitian Entrant Program*

This status was accorded to Cubans who entered the United States illegally between April 15, 1980, and October 10, 1980, and Haitians who entered the country illegally before January 1, 1981. Cubans and Haitians who met these criteria and who had resided continuously in the United States since before January 1, 1982, were eligible to adjust to permanent residence status under a provision of IRCA. They had to file for adjustment from "entrant" to "immigrant" status prior to November 7, 1988.

3. *Employer-Based Petition*

There are a total of 140,000 visas allotted per year nationally to these categories. A qualified applicant is placed on a waiting list for the particular preference category in which he or she applies. When his or her number reaches the top of the list, he or she will be issued a visa. If any employer-based visas remain unused, these are added into the family-based preference system.

First Preference: Priority Workers
Persons of extraordinary ability, outstanding professors and researchers, and multinational executives and managers.

Second Preference: Professionals and Individuals with Exceptional Abilities
This category requires labor certification.

Third Preference: Other Professionals, Skilled and Unskilled Workers
This category requires labor certification. It includes entry-level professionals with bachelor's degrees and skilled workers in occupations which require at least two years of experience, training, and education. It also includes unskilled workers in occupations that require less than two years of training, experience, and/or education.

Fourth Preference: Special Immigrants
This category includes persons who can establish that they are religious workers or ministers of religion, and certain Hong Kong employees of United States companies that employ at least 100 employees in the United States and at least 50 workers overseas and have a gross annual income of at least $50 million.

Fifth Preference: Employment Creation
This category requires individuals to invest a required amount of capital (usually between one and three million dollars) in a new commercial enterprise that creates full-time employment for at least ten U.S. workers. In certain targeted areas, the required amount of investment may be as low as $500,000. Permanent residence is conditional for two years. At the end of two years, the investor must demonstrate that the investment was established and in continuous operation during the two-year period.

4. *Family-Based Petition*

There are two types of family-based petitions: Immediate Relatives and the Preference System.

Immediate Relatives
This is a program designed to allow the issuance of visas to immediate relatives. It applies only to certain close relatives of United States citizens. There is no limitation on visas for these relatives. They can immigrate to the country fairly quickly via the United States citizen's visa petition. It generally takes six months to a year to immigrate in this category. Individuals who immigrate as immediate relatives of United States citizens cannot bring derivative beneficiaries with them (i.e., spouses or children). They must file through the family-based preference system.

Immediate relatives of United States citizens are

1. spouses and

2. unmarried children under the age of 21. Children include

   - stepchildren who are under the age of 18 at the time the marriage creating the relationship occurred;

   - adopted children, if adopted under the age of 16 and who have been in the legal custody of, and have resided with, the adopting U.S. citizen parents for at least two years; and/or

   - orphans who are under the age of 16 that were adopted abroad or who are coming to the United States for adoption.

3. parents of United States citizens. The United States citizen petitioner must be 21 years of age to file for his or her parents.

The Preference System
This program is designed to allow certain relatives of LPRs and United States citizens to enter the country as LPRs based on a waiting list of limited numbers of visas per year. Each country in the world is designated a specific number of visas per year. Countries with high levels of demand for United States visas receive a floating percentage of extra visas. In fiscal years 1992 through 1994, 465,000 visas, minus visas issued to immediate relatives, are available in the family-based preference system along with unused employment-based visas.

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Each person on whose behalf a family-based preference application is filed is assigned a "priority date" that corresponds with the date the application was filed. The applicant cannot receive a visa until his or her priority date is current. Because many family preference categories are backlogged—that is, many more people are waiting to immigrate than the number of available visas each year—applicants often have to wait a considerable period of time before they are eligible to immigrate. The waiting period for a country with fewer applicants is significantly shorter than, for example, an applicant from a country with many applicants such as Mexico, Poland, the Philippines, China, and Korea. During the waiting period, relatives do not have the legal right to remain in (or enter) the United States.

Unlike the immediate relatives category, beneficiaries of the family preference categories can immigrate with their spouses and unmarried children under age 21. These relatives are known as derivative beneficiaries. The following are the family-based preferences:

First Preference: Unmarried sons and daughters of United States citizens.

Second Preference: Spouses and unmarried children of LPRs and their unmarried children under the age of 21.

Third Preference:
- Spouses and unmarried children under age 21 of LPRs.
- Unmarried sons and daughters of LPRs age 21 and over.

Fourth Preference: Brothers and sisters of United States citizens.

5. *IRCA General Amnesty Legalization Program*

The Immigration Reform and Control Act of 1986 (IRCA) commonly referred to as the Amnesty Law allowed immigrants who were undocumented to apply for "legalization." The application period was from May 5, 1987, to May 4, 1988. Applicants had to prove (1) continuous residence since prior to January 1, 1982; (2) no lengthy absences; (3) that they were not convicted of three misdemeanor crimes or one felony; and (4) that they were not otherwise excludable as immigrants. The program was a two-pronged process with legal temporary residence first being granted. Then, within 43 months, these individuals could apply for legal permanent residence if they met established criteria including knowledge of or "satisfactory pursuit" of English and Civics.

6. *IRCA SAW Legalization Program*

The Seasonal Agricultural Workers (SAW) provisions of IRCA offered legalization to those who worked in the cultivating, harvesting, or growing of certain crops. Eligibility for Group I was established by having worked for ninety days each year/season for the twelve-month periods ending May 1, 1984, 1985, and 1986. Group II eligibility required having worked ninety "man" days from May 1, 1985, through May 1, 1986. The initial application period for this program ended on November 30, 1988. Group I SAWs became eligible to adjust to permanent residence as of December 1, 1989, and Group II SAWs as of December 1, 1990.

7. *Refugee Status*

A person may apply for refugee status if he or she has fled his or her country because of persecution and is outside of the United States (often in a refugee camp or a neutral third country) seeking to enter the United States. A person seeking refugee status must apply for such status at a United States consulate or with the United Nations High Commissioner for Refugees outside of the United States. The refugee must wait outside the country until he or she is assigned one of the limited number of visas allotted for refugees established each year by Congress. A person granted refugee status is paroled into the United States. A refugee becomes eligible to seek LPR status after one year in the United States.

For naturalization purposes, the date used is backdated to the date of arrival in the United States. For example, an individual may have entered in 1982 and become eligible for his or her LPR status in 1983, however, he or she may not have applied for residence until 1988. Since the INS determines naturalization eligibility by backdating to 1982, this individual is eligible to naturalize as of 1987, or in other words, immediately.

8. *Registry*

This is another procedure in which an individual can obtain LPR status. It places the burden of proof on an applicant to demonstrate that (1) he or she has been continuously present in the United States since before January 1, 1972; (2) is a person of good moral character; and (3) is not inadmissible under certain immigration law provisions. Note that if a person is denied, he or she will be placed in deportation proceedings.

9. *Special Visas*

Other categories of immigrant visa eligibility include visas for Amerasians; widows or widowers of United States citizens; persons who were employees of the United States government for 15 years or more outside the country; former employees of the Panama Canal Company or Canal Zone; immigrant physicians who were licensed to practice in the United States on January 9, 1978; employees of international organizations such as the United Nations; and nationals of the Philippines, Micronesia, or the Marshall Islands who served in the United States armed forces.

10. *Suspension of Deportation*

This is a remedy or defense against deportation for people who can prove any of the following: seven years of continuous residence in the United States, two years of active duty with an honorable discharge from the United States armed forces, good moral character, or that they would suffer extreme hardship were they to be deported. Unlike asylum and registry, for example, one may only apply for this deportation defense when under deportation proceedings. Like most other remedies to deportation, suspension is discretionary. This means that the decision is entirely up to the immigration judge and even if a person qualifies, the judge may deny the application because the judge considers the person undeserving for one reason or another.

11. *Visa Lottery*

There have been a number of visa allocation or quota programs over the years with slightly different names, procedures, and manners of qualifying. The latest is called the "transitional visa lottery," AA-1, and the "Irish lottery" (so called because Irish applicants are guaranteed some 40% of the visas). However, this program will expire with the 1994 fiscal year and will be replaced by the diversity visa lottery. Fifty-five thousand visas per year will go to this lottery. The visas will be allocated according to low and high immigration continents or regions (e.g., Africa and Europe send fewer immigrants to the United States, so are considered low immigration regions, while Asia and Latin America are high immigration regions), with the majority of visas going to the low immigration regions. The visas are further sub-allocated to the countries in each region with the least immigration to the United States. This program is important to people who have no other basis to immigrate to the United States.

TEMPORARY PROGRAMS

There are at least two existing programs that allow for individuals to be temporarily immune from deportation and that also grant them the legal right to work on a temporary basis: Temporary Protected Status (TPS) and Family Unity.

1. *Temporary Protected Status*

TPS is a special temporary legal status granted by Congress or the Attorney General to nationals of countries deemed to be temporarily in turmoil. It is a temporary program that does *not* lead to LPR status but does allow a person to register and live and work in the United States legally for the duration of the status. Initially, TPS applied only to Salvadorans, but has more recently been extended to Kuwaitis, Liberians, Somalis, and Bosnians. It was temporarily applied to Lebanese. There has been a limited application period for each group.

2. *Family Unity Program*

The Family Unity Program, passed by Congress in November 1990, provides a stay of deportation and permission to work to certain spouses and children of immigrants who legalized their status under IRCA. In general, spouses of IRCA LPRs, who were in the United States and married as of May 5, 1988, and children of IRCA LPRs who were in the United States and under age 21 as of May 5, 1988, qualify for Family Unity benefits. Spouses and minor children of legalized persons under the Amnesty Law are given "extended voluntary departure" and permission to work. This means that although they do not have LPR status, they are protected from deportation until their families can petition to obtain LPR status for them. It is essentially an interim device to allow family members to remain together in the United States while their immigrant visa petitions are pending.

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CHAPTER V:
ELIGIBILITY REQUIREMENTS FOR NATURALIZATION*

1. *Lawful Permanent Resident (LPR) Status*

In order to naturalize, one must first be legally admitted to live in the United States on a permanent basis as an LPR. (There is an exception for those who are eligible for naturalization through time served in the armed forces during a designated military conflict.) Persons who are admitted to the United States temporarily such as students, tourists, or business persons are not eligible for naturalization because they are not permanent residents.

- **Citizenship by derivation through the naturalization of parents** (see page 15).

- **Citizenship by acquisition at birth.** This relates to individuals born outside the United States with one or two parents who are United States citizens. The regulations related to this area are complex.

Note: Some individuals need not naturalize. In certain circumstances, a person may have automatically become a United States citizen through the status or actions of one or both parents called "derivative citizenship." Having been granted permanent residence status does not negate this type of citizenship status, but to establish it, the individual must apply to the INS for a certificate of citizenship.

2. *Age*

The applicant must be at least 18 years of age at the time he or she applies for naturalization. A United States citizen parent can apply for the naturalization of his or her minor LPR children, even if adopted (see page 16). In some cases, age may be waived due to military involvement.

3. *Residence*

- The applicant must have resided in the United States for at least the past five years as an LPR. Immigration law defines residence as "general abode and principle dwelling place." A "commuter alien" may not be eligible to naturalize. This period is reduced to three years for spouses of United States citizens if (1) the United States citizen spouse is a citizen for three years; (2) the parties have been married for at least three years; and (3) there is no divorce or formal or informal separation. In addition, the marriage must be valid and the couple must be living together.

- This period is measured beginning with the issue date on the back of the applicant's permanent resident card (see graphic on page 47).

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*(See "A Warning on Legal Advice" on page ix.)

How To Count the Years for Naturalization Eligibility:

Most LPRs: From the date of admission or admission to LPR status commonly called adjustment of status.

Conditional permanent residents—those who legalized through spouses when the marriage was less than two years old: The two-year conditional period does count for naturalization purposes.

Refugees: The five-year period is rolled back to the date of entry into the United States as a refugee.

Asylees: Generally one year before the date of approval of the adjustment application. Note that the approval date is not the same as the interview date.

IRCA General Amnesty Legalization Grantees: From the date that the INS received the second stage or LPR application, *not* the temporary residence date.

Seasonal Agricultural Workers (SAW) Legalization Grantees: Group I SAWs automatically qualified for adjustment to permanent resident status as of December 1, 1989, and Group II SAWs as of December 1, 1990. These dates should start the clock for determining the naturalization date, rather than the actual date the permanent resident application is filed. (The Migrant Farmworker Project, p. 6)

- The applicant must have lived in the INS district or state where he or she applies for naturalization for at least three months.
- An applicant may file a citizenship application up to three months before meeting the continuous residency requirement.
- The applicant must *maintain a residence in the United States* from the time he or she submits the naturalization application until being granted citizenship, although actual physical presence in the United States during this time is not required.

4. *Physical Presence*

The applicant must be physically present in the United States for at least half of the five-year residence period discussed (30 out of 60 months); spouses of United States citizens need only show physical presence for half of the three-year residence period (18 out of 36 months). In addition, the applicant must show that he or she did not abandon United States residency by lengthy absences outside the country. Absences from the United States for more than six months, but less than one year, may break the required residence unless the applicant can show that he or she did not abandon residence in the United States. There are a number of factors the INS takes into consideration in determining abandonment of residency. These include the purpose of the trip, the intended length of stay, the applicant's place of employment, the applicant's ties to the United States, the applicant's intent when

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he or she left the country and whether or not he or she intended to return to live in the United States, and the actual home of the applicant.

If the applicant has left the United States for one year or more, he or she is considered to have abandoned residence for purposes of naturalization. He or she must wait at least four years and one day after coming back to the United States to apply for naturalization. (The appropriate time for a person required to meet the three-year residency requirement is two years and one day.)

Exceptions to the Residency/Physical Presence Requirements:

- Under certain circumstances, persons traveling abroad for more than one year may apply to preserve their United States residence for naturalization purposes. This includes certain religious workers, employees of the United States government, and employees of United States corporations engaged in foreign trade or commerce.

- Members of the United States armed forces serving abroad are considered constructively present in the United States.

- An applicant whose spouse is a United States citizen who is regularly employed or serving abroad in specific occupations such as military and federal government employment, employment at certain United States institutions of research or business, employment with certain public international agencies (e.g., the United Nations may naturalize without any special period of residence in the United States). The applicant must plan to continue living abroad with the citizen spouse upon becoming naturalized. He or she must also intend to reside in the United States as soon as the foreign employment or service of the citizen spouse ends. If eligible for this exception, the spouse only needs to be present in the United States for the INS examination and the naturalization ceremony.

5. *Good Moral Character*

In order to be granted naturalization, the applicant must meet certain standards of moral character for the five years (or three, if the spouse of a United States citizen) immediately before applying for naturalization, and also for the time from filing the application through the oath of allegiance: "Good moral character has been interpreted as meaning character which measures up to the standards of average citizens of the community in which the applicant resides and thus does not necessarily require the highest degree of moral excellence" (Waldman, 1993, p. 23). Immigration examiners have discretion in whether or not to grant naturalization to persons who may have questionable moral character.

Permanent bars for good moral character make an applicant permanently ineligible to meet the good moral character requirement of citizenship and thus ineligible to naturalize.

Temporary bars for good moral character generally relate only to the five (or three) year qualifying period prior to the applicant's naturalization application. The examiner, however, may refer to earlier incidents if they appear relevant to a determination of the applicant's present moral character such as a particular heinous crime or if they indicate a pattern of activity that does not reflect reform of character from an earlier period.

Permanent Bars to Good Moral Character

- ***Murder and Aggravated Felonies***
  An individual convicted after November 29, 1990, of an aggravated felony—that is, murder; a crime of violence for which a sentence of five or more years was imposed; trafficking in drugs, firearms, or destructive devices; and money laundering. Also, prohibited is an individual convicted at any time of murder.

Temporary Bars to Good Moral Character

- ***Convictions for Crimes of Moral Turpitude***
  This applies to an individual who was convicted of one or more crimes of moral turpitude: "Moral turpitude, as defined by case law, is generally found in offenses of which dishonesty, fraud, intent to do harm, or aggravated violence is a necessary element" (Waldman, 1993, p. 24). Exceptions include offenses which are purely political and those for which the maximum penalty possible did not exceed one year's imprisonment and for which the sentence was no more than six months' imprisonment.

- ***Convictions with Five-Year Sentence***
  This applies to an individual who was convicted of two or more offenses for which the aggregate sentence imposed was five years or more. There is an exception for a purely political offense committed outside the United States.

- ***Controlled Substances Violations***
  This applies to an individual who has violated any law of the United States, any state, or any foreign country related to a controlled substance. There is an exception for a single offense for a simple possessions of 30 grams or less of marijuana. When an applicant has had his or her record expunged (erased) of a violation of any law or regulation related to a controlled substance, the applicant is still considered as having been "convicted."

- ***Committed Certain Criminal Acts***
  This applies to an individual who by his or her own admission has committed any of the above criminal acts in the United States or elsewhere, although never formally charged, indicted, arrested, or convicted.

- ***Confined to a Penal Institution***
  This applies to an individual who has been confined to a penal institution for an aggregate of 180 days or more as a result of a conviction. This also applies even if the individual's record has been expunged. There is an exception for confinement for a conviction outside the United States for a purely political offense.

- ***False Testimony for Immigration Benefit***
  This applies to an individual who has given false testimony under oath with the intent of obtaining an immigration benefit for oneself or for another. This is true regardless of whether the information provided in the false testimony was in fact material to eligibility for the immigration benefit sought.

- ***Prostitution and Commercialized Vice***
  This applies to an individual who is or has been involved in prostitution or commercialized vice.

- ***Smuggling***
  This applies to an individual who was involved in the smuggling of persons without authorization into the United States. Smuggling is defined as "having knowingly encouraged, induced, assisted, abetted, or aided any other alien to enter or try to enter the United States in violation of law, regardless of whether for gain" (Waldman, 1993, p. 25)

- ***Polygamy***
  This applies to an individual who has practiced or is practicing polygamy.

- ***Gambling***
  This applies to an individual who has been convicted of two or more gambling offenses or one who derives his or her income principally from illegal gambling activities.

- ***Habitual Drunkard***
  This applies to an individual who is or was a habitual drunkard. Conviction for Driving Under the Influence of Alcohol (DUI) can be considered evidence of habitual drunkenness.

- ***Child Support***
  This applies to an individual who failed or refused to support dependents unless able to demonstrate extenuating circumstances. The applicant may be asked to show records that money was paid to the children directly or to their other parent or guardian. Additional documentation may be requested such as written correspondence with the children or telephone bills that show that regular communication has been maintained. Examples include "reasonable efforts to provide support, unemployment or financial inability; children's ceasing to be minors' or a former spouse's being self-supporting and not requesting child support" (Waldman, 1993, p. 26).

- ***Adultery***
  This rarely invoked bar applies to an individual who has "an extramarital affair which tended to destroy an existing (and per statute viable) marriage or was 'grossly incestuous,' involved prostitution, was 'flaunted openly' and involved public scandal, contributed to the delinquency of minor children, resulted in birth of illegitimate children who became public charges, or included circumstances indicating a disregard for any sexual morality" (Waldman, 1993, p. 26).

- ***Unlawful Acts that Adversely Reflect on Moral Character***
  This applies to an individual who committed or was convicted of any unlawful acts that adversely reflect on moral character. An example is failure to file federal tax returns (easily overcome by filing late returns). The INS sometimes asks applicants to show copies of returns at the interview. Another example is numerous traffic violations or unpaid parking tickets. While there is not currently a question on the application regarding traffic violations, it will be included in a forthcoming version of the application (Jarina, 1993b).

- ***Probation or Parole***
  The fact that an individual who has been on probation, parole, or suspended sentence during all or part of the five (or three) year period is considered in determining good moral character: "An application will not be approved until after the probation, parole, or suspended sentence has been completed. INS may require official proof of satisfactory termination" (Waldman, 1993, p. 27).

- ***Selective Service Registration***
  This applies to all male applicants who are expected to have complied with the Selective Service regulation in effect since 1980 that requires men between the ages of 18 and 26 to register with the Selective Service. If the applicant did not register when eligible, he must present evidence that his failure to register was not intentional. This is generally accomplished by obtaining an "information letter" issued by the Selective Service that states that an individual's failure to register was not intentional. Under federal law it is considered a felony for any United States resident not to register. For example, if an individual was mailed numerous notices but did not register, intention could be questioned. The statute of limitations on Selective Service registration runs out after the applicant's 31st birthday. In some cases, applicants may need to wait to reapply for naturalization until they are 31.

- ***Homosexuality***
  This applies only to an individual who has engaged in select homosexual activity: "Homosexual conduct will not in and of itself preclude a finding of good moral character. The INS view is that homosexual conduct precludes a finding of good moral character if the act involved minors, the threat or use of force, the giving or taking of money or other valuables, was solicited or occurred in a public place, or was violative of marital vows" (Waldman, 1993, p. 27).

6. *Other Bars To Naturalization*

There are three other kinds of bars to naturalization: ideological bars, military bars, and bars related to deportation.

(1) Ideological Bars to Naturalization

Ideological bars refer to the ten years prior to applying for naturalization. However, changes to the INA by the Immigration Act of 1990, which removed most ideological grounds of exclusion, may subject to challenge the validity of these bars. At present, however, the current citizen application requests information related to past or present organizational affiliation, and failure to provide such information could constitute grounds for denaturalization (Waldman, 1993, p. 28).

- ***Membership in Organizations Deemed Subversive***
  This applies to members or individuals who are otherwise affiliated with the following types of organizations: the Communist Party of the United States or of any foreign country, or of/with any front organization, one which advocates or teaches opposition to all government; a totalitarian party of the United States, one which

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writes or publishes material or causes such to be published which advocate the violent overthrow of government.

The involvement must also be "meaningful." It is not "meaningful" if the applicant's membership or connection with the organization was involuntary; occurred before the age of sixteen; was compelled by law; was required to obtain employment, food, or other necessities of life; or the individual was not aware of the specific nature of the aims of the organization and discontinued membership upon being aware. It is considered the responsibility of the individual to establish that such membership was not "voluntary and meaningful" (Gordon & Mailman, 1993, p. 95-58).

- ***Advocates of Ideas Deemed Subversive***
  This applies to anarchists; saboteurs; and individuals who advocate or teach opposition to all organized government, personally advocate the economic, international, and governmental doctrines of world communism or the establishment of a totalitarian dictatorship in the United States, advocate or teach the overthrow of the government of the United States by force or violence or other unconstitutional means, or write or publish material that advocates the violent overthrow of government.

(2) Military Bars to Naturalization

- ***Military Desertion and Draft Evasion***
  Males convicted of desertion or of evading the draft, or males who have applied for and been granted an exemption or discharge on account of being an alien, may be permanently barred from becoming a United States citizen.

This applies to individuals convicted by court martial or by a civil court of deserting the United States armed forces or fleeing the United States to avoid the draft, while the United States was at war. In practice, few individuals are involved because former Presidents have unconditionally pardoned for the above offenses most World War I and World War II deserters, as well as all persons who may have committed any offense in violation of Selective Service law between August 4, 1964, and March 28, 1973, during the Vietnam War period.

There is a specific provision barring from naturalization those individuals who sought to avoid induction or applied for a discharge from military service because he was a foreign national unless the individual's country had a treaty with the United States and/or the individual had served in his native country's Armed Forces: "Because there are many different kinds of exemptions from military service and only a few of them bar a person from citizenship, the applicant will need to identify exactly what kind of exemption he received, and perhaps talk to a draft counselor to understand the immigration consequences" (Waldman, 1993, p. 30). There are three exceptions to this bar for individuals who (1) at the time of exemption were not bound by law to serve; (2) did not knowingly request the waiver nor understand the results of the exemption; and/or (3) served in the armed forces of a foreign country of which they were nationals prior to claiming exemption from the service in the United States armed forces (p. 30).

(3) Naturalization Bars Related To Deportation

- ***Pending Deportation Proceedings or Final Order***
  This bar prohibits individuals from naturalizing while deportation proceedings are pending, or against whom there is outstanding a final finding of deportability pursuant to a warrant arrest.

7. *Legal Competence*

An individual must be legally competent in order to naturalize. If the applicant has been declared insane or has been committed to or voluntarily entered a mental institution, his or her legal competency is governed by the laws of the state where the proceedings or institutional care took place. If the applicant has been declared legally incompetent, he or she must establish that competency has been reinstated with supporting legal and medical evidence. This is the reason the applicant is asked about treatment for mental illness on the N-400.

8. *Attachment to the Principles of the Constitution and Favorable Disposition to the Good Order and Happiness of the United States*

- **"Attachment" and "Well-Disposed"**
  Applicants must be "attached to the principles of the Constitution of the United States and well-disposed to the good order and happiness of the United States" (Gordon & Mailman, 1993, p. 95-51). "Well-disposed" means not hostile. It includes dissenters but not advocates of change through violence. This does not eliminate the right to work for peaceful political change if the applicant can demonstrate "an acceptance of the democratic, representational process established by the Constitution, a willingness to obey the laws which may result from that process, and an understanding of the means for change which are prescribed by the Constitution" (p. 95-53). "Attachment" is a stronger term and implies a depth of conviction that would lead to the active support of the Constitution. This requirement contemplates the denial of applicants who are hostile to the basic form of the United States government.

- **Oath of Allegiance**
  The applicant must be willing to take an oath in which he or she promises to give up all foreign allegiance and titles, obey the Constitution and the laws of the United States, and bear arms (or provide other service) for the United States when so required by law (see Appendix E).

  Applicants are allowed to take a modified oath if their basis for doing so is due to deeply held religious or moral beliefs which limit their willingness to bear arms or perform noncombatant service in the United States armed forces.

Persons who may take a modified oath include conscientious objectors or members of certain religious groups such as the Quakers and Jehovah's Witnesses who object to bearing arms or performing other types of service in the United States armed forces. However, they may be asked to show evidence of their belief at the INS interview. Members of organized religious groups can generally obtain a letter from their religious leader written on the organization's letterhead stationery explaining fully why the applicant desires to take a partial oath of allegiance. The applicant must also renounce or give up his or her allegiance to any other country.

9. *Literacy Requirement and Basic Knowledge of History and Government*

The applicant must demonstrate that he or she has a basic command of simple English (speaking, listening, reading, and writing) and possesses a general knowledge of the history and government of the United States. (See page 76 for a description of actual INS application of the immigration law statute.)

- **English Writing Requirement**
  English writing skills are assessed via an English dictation administered with one of the approved standardized tests or by the INS interviewer. (Amnesty applicants who successfully passed their test during the adjustment from temporary to permanent residence are exempt from this test.) INS regulations require that writing skills be tested using excerpts from one or more parts of the federal textbooks on citizenship which are written at the elementary literacy level.

- **English Reading Requirement**
  The English reading requirement is assessed by having the applicant read from the federal textbooks authorized by the INS.

  The Chicago INS office uses the INS textbook, *Our Way of Life,* published in 1980, which is written at a lower reading level than current INS publications M-289 and M-291, to assess reading ability. The examiner may also assess reading skills by having the applicant read his or her appointment notice.

  Generally, examiners assume writing knowledge implies reading skills. If an individual passes the dictation, he or she is assumed to have adequate reading skills.

  Another application of the reading test used in Chicago is to have an applicant read excerpts from one or more parts of the authorized textbooks if an applicant, for example, had failed the first exam and improved on the second attempt but had still not performed adequately to pass. Evidence of improvement in reading skills might be sufficient evidence to allow a discretionary third testing date. Also, if an applicant "freezes up" when asked to write the dictation, an examiner may have him or her read first to build confidence for the dictation.

- **English Listening and Speaking Skills Requirement**
  English listening and speaking skills are assessed through appropriate responses to the oath and other questions related to the N-400 that are normally asked in the course of the examination: "In accordance with INS

regulations, . . . the questions to the applicant are repeated, in different form and elaborated if necessary, until the officer conducting the examination is satisfied that the applicant either fully understands the questions or is unable to understand English" (Jarina, 1993a).

Exceptions to the English Competency Rule

- Those applicants who are at least 50 years old and have lived in the United States for 20 or more years as LPRs, and those who are at least 55 years old and have lived in the United States as LPRs for 15 or more years, have the option of taking the history and government exam in their native language and are exempt from the literacy requirement. The interpreter may be selected by the INS or the applicant; however, the INS has the right to disqualify an interpreter provided by the applicant. (The INS only provides interpreters for the deaf and blind if the INS is notified ahead of time.)

- According to the Immigration and Nationality Act, the other category of exemption is "a person who is physically unable to comply with the literacy requirements due to a permanent disability such as blindness or deafness. A person who has a general incapacity to learn either because of developmental disability or advanced age may not ordinarily be considered to be physically unable to comply with the literacy requirements." An individual, for example, may be able to answer the verbal questions, but be unable to write because of a physical disability.

- **United States History and Government Educational Requirement**
  The history and government requirement may be fulfilled through one of three options:

(1) An applicant may take one of two INS-approved standardized exams prepared by the Educational Testing Service (ETS) or Comprehensive Adult Student Assessment Program (CASAS) to fulfill the history, government, and English reading and writing requirements. The use of the standardized test was approved in 1991 by Congress in order to make the test more uniform and fair. Oral English skills are assessed during the interview. The standardized tests may be taken an unlimited number of times. The INS is only advised of passing scores. A passing score is accepted if the test is taken within one year of the date on which the application for naturalization is submitted: "Applicants who pass standardized citizenship tests . . . are not reexamined . . . unless fraud or misrepresentation is suspected" (Jarina, 1993a).

(2) An applicant can take an exam administered by an INS agent during the interview. The applicant is given two opportunities to pass the test. A third opportunity is available at the discretion of the INS examiner.

(3) The final option applies only to immigrants who applied for legalization under IRCA. IRCA applicants who passed the history

- and government test for legal permanent residence at the INS Phase II interview, called the 312 or 100 Questions test, have fulfilled the history, government, and English reading and writing requirements.

  Note: Those who passed the amnesty 312 test will still be tested on their oral English abilities during the interview. Also, IRCA applicants who submitted a "Certificate of Satisfactory Pursuit" at the time of receiving permanent resident status must take the complete naturalization exam.

The history and government test is based on

- the latest versions of the federal textbooks on citizenship:

  For the People . . . Citizenship Education and Naturalization Information (M-302)

  Citizenship Education and Naturalization Information (M-287)

  Of the People . . . U.S. History (M-304)

  U.S. History Level I (M-289)

  U.S. History Level II (M-288)

  By the People . . . U.S. Government Structure (M-303)

  U.S. Government Structure Level I (M-291)

  U.S. Government Structure Level II (M-290)

  These textbooks may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 or at a local federal bookstore.

- the identity of current local, state, and federal officeholders.

INDIVIDUALS WHO SHOULD *NOT* APPLY FOR CITIZENSHIP WITHOUT SEEKING LEGAL COUNSEL

(Taken from Waldman, 1993, pp. 33-35)

When an individual applies for naturalization, his or her entire immigration file is reopened. If he or she may have acquired permanent residence on questionable grounds, has had lengthy absences from the United States as a permanent resident, or has committed certain crimes, he or she may not only be denied naturalization, but may also be subject to the commencement of deportation proceedings and the loss of permanent residence. An individual with questionable activity in any of the areas outlined below should consult legal counsel *prior* to submitting a naturalization application.

Visa Fraud

1. *Marriage Fraud*

There are certain fact patterns which the INS might regard as suspicious in relation to marriage fraud. If any of the following apply, the examiner might question the applicant why, for example, he or she was divorced and request documentation such as the divorce certificate and evidence such as a lease, joint property or credit, and pictures that demonstrates that the couple actually lived together. These fact patterns include

- any second marriage through which the applicant received permanent residence.
- children listed who were born after the date of a second marriage yet have the same first or last name as the first spouse, or now reside with him or her.
- any former marriage through which the applicant received permanent residence, especially if the subsequent spouse then obtained residence through the applicant.
- marriages in which the wife is much older than the husband, or in which the partners are of different ethnic backgrounds and both were born abroad.
- any marriage that lasts less than two years through which the applicant received residency.

2. *Residence Fraud*

Applicants who obtained permanent residence through IRCA or through Registry were assumed to have met certain requirements for residence. The years of residence listed in their application should correspond with the requirements of the statute.

- **IRCA**
  Based on having resided essentially continuously in the United States since before January 1, 1982.
- **Registry**
  Based on having resided continuously in the United States since before January 1, 1972.

3. *Employment Fraud*

Applicants who obtained permanent residence through certain employment provisions of immigration law are assumed to have met certain requirements. The INS officer might question a person who obtained legal residence under these programs:

- **Special Agricultural Workers (SAW)**
  Based on having performed agricultural labor. An individual who admits not performing any agricultural work or buying employer letters is vulnerable to losing his or her residency status.
- **Labor Certification**
  Based on having been sponsored by a particular employer. Suspicious facts include not listing that employer on the citizenship application or having left its employ almost immediately after obtaining permanent residence.

4. *Other VISA Fraud and Misrepresentation*

Listed below is information that if submitted on a naturalization application, will make an applicant ineligible for naturalization and vulnerable to deportation proceedings:

- Children who may not have been listed on the application papers for permanent residence, for example, to avoid a finding that the applicant could *not* support them and thus make it likely that they would become public charges.
- Children born out of wedlock to a partner other than the applicant's current spouse or partner. INS may suspect permanent residence was obtained through a sham marriage to benefit a common-law partner.
- A date of marriage prior to the date of admission or adjustment as a lawful permanent resident, when the applicant obtained legal residence as an unmarried son or daughter.

Physical Presence and Abandonment of Residence

A naturalization applicant who has had prolonged absences from the United States must be careful because not only might he or she be denied naturalization, but he or she may also lose his or her LPR status. This occurs if the INS decides that the individual has abandoned residence and is thus no longer an LPR; the INS will then confiscate his or her green card.

There are a number of factors that relate to whether an applicant is considered to have abandoned or maintained residence:

1. *The Purpose of the Trip Abroad*

There should be a definite reason for going abroad temporarily.

2. *The Intended Length of Time of the Visit*

The shorter the better, and the visit should be expected to end within a relatively short period fixed by some event.

3. *The Applicant's Place of Employment*

4. *The Applicant's Intent*

It is important that the applicant actually intended to return to live in the United States. A reentry permit from the INS is helpful in this matter, but cannot overcome *actual* intent to abandon residence.

5. *The Applicant's Actual Home*

It is important that the applicant intended to make his or her home in the United States

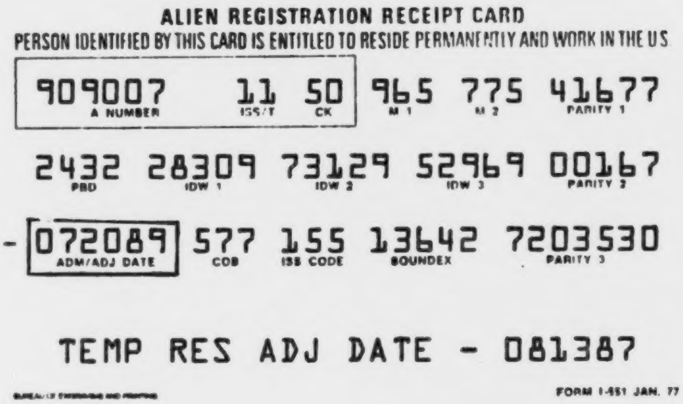
Risk of Deportation on Criminal and Other Grounds

An applicant could be found to be excludable (ineligible to enter the United States after leaving) or deportable based on criminal and other activity since becoming a permanent residence or criminal activity preceding permanent residence that was not revealed or discovered by INS previously. Even crimes that may sound relatively minor (e.g., shoplifting or misdemeanor firearms offenses) may nonetheless expose an applicant not only to denial of a citizenship application but also to deportation proceedings. For this reason, a potential applicant with a criminal record should always seek legal counsel *before* applying for citizenship.

DETERMINING NATURALIZATION ELIGIBILITY FROM THE GREEN CARD (I-551)

RESIDENT ALIEN
DE LEON, MARIA

IRCA (Amnesty) Alien I-551 (Old Card)



ALIEN REGISTRATION RECEIPT CARD
PERSON IDENTIFIED BY THIS CARD IS ENTITLED TO RESIDE PERMANENTLY AND WORK IN THE US

909007	11	50	965	775	41677
A NUMBER	ISS/T	CK	M 1	M 2	PARITY 1
2432	28309	73129	52969	00167	
PBD	IDW 1	IDW 2	IDW 3	PARITY 2	
072089	577	155	13642	7203530	
ADM/ADJ DATE	COB	ISS CODE	SOUNDEX	PARITY 3	

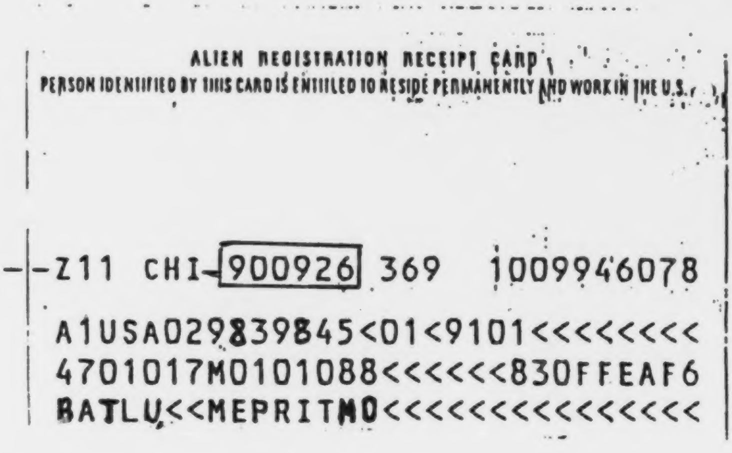
TEMP RES ADJ DATE - 081387

FORM I-551 JAN. 77

LPR Adjustment Date----
July 20, 1989
(month/day/year)

RESIDENT ALIEN
BATLU, MEPRITMO

Non-IRCA Alien I-551 (New Card)



ALIEN REGISTRATION RECEIPT CARD
PERSON IDENTIFIED BY THIS CARD IS ENTITLED TO RESIDE PERMANENTLY AND WORK IN THE U.S.

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-Z11 CHI-900926 369   1009946078
A1USA029839845<01<9101<<<<<<<<
4701017M0101088<<<<<<830FFEAF6
BATLU<<MEPRITMO<<<<<<<<<<<<<<<
```

LPR Adjustment Date--
September 26, 1990
(year/month/day)

Date adjusted to LPR status—On old IRCA card: month, day, year (In example: July 20, 1989). On new Non-IRCA card: year, month, day (In example: 1990, September 26). Use this date to calculate when the person will be eligible for naturalization. An LPR is eligible for naturalization five years after being granted LPR status (three years if married to a U.S. citizen). The application for naturalization can be submitted three months before the five-year (or three-year) period expires.

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CHAPTER VI: PROCEDURES FOR NATURALIZATION

Once a person seeking naturalization has fulfilled the eligibility requirements, he or she may proceed with the application process. It should be noted that an applicant need not pass the literacy and civics requirement prior to applying (possible only through the Education Testing Service [ETS] or Comprehensive Adult Student Assessment System [CASAS] citizenship test or for those who took and passed the 312 Test during the Amnesty Phase II interview), but he or she should be ready to pass it within three months of submission of the application.

The application can be submitted *three months prior to eligibility.*

WARNING: Individuals who may have anything questionable in their record should consult an experienced attorney or accredited representative with training in immigration law prior to filing. Risks include not merely denial of naturalization, but *loss of permanent resident status and deportation* through INS discovery of lengthy absences, abandonment of residence, criminal record, actual or suspected marriage fraud, other visa fraud, or other grounds of exclusion or deportation.

1. *Application Package*

The applicant must complete and submit to the INS District Office having jurisdiction over his or her place of residence the application package, which consists of the following items:

- **Form N-400,** "Application to File Petition for Naturalization." This form can be obtained at local INS offices or through voluntary agencies or private attorneys who specialize in immigration issues. Form N-400 requires the applicant to provide information about his or her personal history. (See Appendix C.)

Details of the N-400

Section 1	Basic information such as name, date of birth, and social security number.
Section 2	Determines basis for eligibility, whether applicant has been • a permanent resident for at least five years, • a permanent resident for three years and married to a citizen, • a permanent resident child of a United States citizen parent(s), or • on the basis of qualifying military service (Forms N-426 and G-325B need to be attached).

Section 3	When and where applicant became a permanent resident and how much time was spent outside of the United States during the permanent residency period.
Section 4	The various places the applicant lived and worked during permanent residency.
Section 5	Information about applicant's marital history.
Section 6	Information about applicant's children and their immigrant status.
Section 7	Pertains to numerous grounds of exclusion and issues of moral character.
Section 8	Tests applicant's allegiance to the principles of the United States government and his or her willingness to defend it if necessary.
Section 9	Types of clubs or association applicant has belonged to.
Section 10	Applies to individual applying for citizenship on the basis of a parent(s) who is a United States citizen.
Sections 11 and 12	Requires applicant's signature to verify the truthfulness of the application.

- **A fingerprint chart** which clearly shows the applicant's fingerprints and is no more than 30 days old. The chart must be obtained from the INS. It is important that the prints are legible. The chart will be sent to the FBI for a criminal background check.

- **Two identical passport sized photographs** (2" x 2") taken within one month of the date of submission of the application. The photographs must show the applicant's face in three-fourths right face profile on thin paper with a light background without a hat. The distance from the top to the point of the chin should be one and 1/4 inches. The photograph should be in black and white or natural color, but not machine-made. It should be unsigned, but the alien numbers should be penciled in the center of the back side.

- **A $90 application fee** must be paid in the form of either a check or a money order—not cash—if mailed and must be drawn on a United States bank and payable in United States currency. It can be cash if presented in person. (Some INS districts do not accept personal checks.)

- **Options for Completing the Application Package:**

  (1) Many individuals go to their local INS office to pick up a form or request that one be sent to them over the phone, fill it out themselves, and pay a private agency for fingerprints and passport photographs. It is important that individuals make a copy of their application and payment in the event either is lost or misplaced by the INS. Additionally, it is recommended that the application

either be submitted in person or sent via certified mail and keep the receipt. Applicants should keep the yellow payment receipt if the package is delivered in person.

(2) A number of organizations, notably churches, offices of elected officials, and legal assistance organizations, offer assistance one-on-one in filing and following up on the application. Some legal groups specialize only in potentially problematic naturalization cases, for example, an individual with an arrest record.

(3) An increasingly popular model is that of the one-stop workshop, commonly called a "taller." The organization predominantly responsible for developing and disseminating this prototype is NALEO (The National Organization of Latino Elected [and Appointed] Officials). Forums are organized in conjunction with community groups. At these forums, trained community volunteers help fill out forms, take fingerprints and photographs, and review applications for accuracy and completeness. Up to three hundred applicants can be assisted through the legal process in one day. Also, staff follow-up on applications to assure that they are properly processed by the INS. Individuals with special needs are referred to qualified legal counsel.

(4) Immigration lawyers and others charge a fee for the completion of the N-400. Notary publics sometimes provide this service, but they do *not* have legal expertise in this area (see page ix).

(5) Some citizenship preparation courses direct students to fill out the N-400 as part of their studies. In the process, students learn how to respond to questions asked of them during the INS interview in reference to the form. Often legal consultants review the application package for accuracy and completeness before sending it to INS.

(6) Some communities have developed special relationships with the police department to offer fingerprinting for naturalization.

- **Delivering the Application Package to the INS**
  Applicants may send their complete application package by mail (certified mail recommended) to the local INS office or bring it in person. Applicants will receive notification by mail of a scheduled INS interview and test date, generally two to eight months after submission of the completed application.

2. *Documents To Bring to Interview*

The INS requests that the applicant bring certain documents to the interview that will be indicated on the interview letter. These may include the following:

- alien registration card (I-551) (required)
- passport from native country which documents entries into the United States (required)
- tax returns from the last five years

- social security card
- Selective Service number or information letter from the Selective Service (if applicable)
- records of U.S. military service
- marriage license
- proof of spouse's United States citizenship
- proof of death or divorce of applicant's spouse
- evidence of child support for all children under 18 who do not live with the applicant
- certified dispositions of criminal cases
- records of deportations if available

3. *Passing the Education Requirement*

The applicant must successfully pass the English literacy, history, and government requirements of the naturalization law.

There are several options available to fulfill this requirement. The two INS-approved standardized citizenship tests developed by the ETS and CASAS are valid options to meet the English writing and United States history and government requirements. This test can be completed prior to submission of the application as the test score is good for one year. In this case, the INS interview is used to assess oral English proficiency. An applicant may also choose to have the INS examiner assess all literacy and civics requirements during the course of the exam. (Amnesty applicants who successfully passed the test based on the 100 Questions during their permanent resident interview are exempt from all but the English listening and speaking requirement.)

4. *Meeting the Eligibility Criteria*

The applicant must confirm at the interview that he or she meets all eligibility criteria.

The INS interview is slotted to take no more than fifteen minutes. As stated in INA, in choosing the examination questions and in evaluating the responses, "due consideration shall be given to the applicant's education, background, age, length of residence in the United States, opportunities available and efforts made to acquire the requisite knowledge, and any other elements or facts relevant to an appraisal of the adequacy of the applicant's knowledge and understanding." As much of this information is not directly available to the interviewer, it is generally assumed from the applicant's profession, sex, age, and country of origin (Stein, 1993).

Applicants should be advised that examiners may have different styles. Some INS examiners may be empathetic with individuals who are having difficulty answering questions and make an extra effort to make them feel comfortable. Other examiners may be rushed, especially when there are numerous applicants waiting.

The INS has the right to record all interviews using audio and/or videotape. Additionally, the examiners can take testimony and evidence from the applicant and from any witnesses who may be called regarding the naturalization application, produce testimony or other relevant materials, and issue subpoenas (Mautino, 1992, p. 12).

The INS Interview

The following is a general outline of an INS interview:

A. *Waiting for the Interview:* The applicant is generally directed to a waiting room prior to the interview. There is often a long delay before he or she is called in.

B. *Getting to the Interview:* The applicant's name is called and he or she is asked to follow the examiner to the location of the interview. In most cases the interview is held in an examiner's office at the INS; however, Chicago has implemented a community outreach program in which interviews are conducted in community centers, churches, and other organizations in areas in close proximity to applicants' homes.

C. *The Truth Oath:* The applicant is requested to take an oath. If the applicant is unable to understand the oath ("Raise your right hand. Do you swear to tell the truth and nothing but the truth so help me God.") the interview may not proceed due to insufficient understanding of English (Stein, 1993).

D. *Identification:* Identification is required. Applicants are asked to bring their green card, passport or travel card, and any INS-issued travel documents.

E. *The N-400:* The information on the INS Form N-400 is reviewed in order to verify that the applicant answered truly and correctly the questions on his or her application. For example, "Your current address is still 1234 Main Street?" "Yes, it is." The examiner may fill out a "Petition for Name Change" if the applicant desires a name change. (See Appendix C.)

The interviewer will question applicants in detail regarding factors that may limit eligibility (e.g., arrests, failure to register for social security, marriage fraud, and so on). The examiner has in his or her file a copy of the fingerprint report (rap sheet) from the FBI that outlines all previous arrests. This is compared with the applicant's listing of any arrests.

Through the fingerprint chart, the examiner may have a listing of reports that other branches of the government may hold on the applicant. For example, they might have a file detailing an individual's activism in left- or right-wing organizations.

Sometimes, the interviewer does not have this report in time for the interview. If a discrepancy is later identified such as an unlisted arrest, in an extreme case the individual could have his or her citizenship rescinded.

It is important that the applicant reveal all arrests, even if expunged from the record or if the arrest took place in another country: "Any incidents—

even trivial ones—involving the police or other law enforcement officials should be reported" (Immigrant Legal Resource Center, 1991) The fingerprints from all applicants are sent to the FBI for a background check. Even if the arrest record was expunged, and the applicant was told his or her record was clean, it is included on the FBI rap sheet sent to the INS. Failure to report all arrests can be interpreted as lying under oath in which case the applicant might be required to wait five years to reapply. In some cases, a person may have been arrested for something as minor as drinking beer on his or her front porch. This practice, for example, is legal in some counties of Texas, but not in Illinois. While no charges may have been pressed, the applicant still was fingerprinted (Stein, 1993).

Applicants with an arrest record will be asked to present conviction documents and police reports, all of which are available from the courthouse. If the arrest was out of town, he or she must write or call the appropriate courthouse and request the record. The INS officer needs to determine the outcome of all arrests.

Other areas commonly questioned are discrepancies between the applicant's permanent residence application and the N-400, Selective Service registration, child support, and potential marriage fraud. Again, the INS examiner may not have received the LPR file in time for the interview. Any discrepancies discovered later could lead to additional actions. In some cases, the applicant may be asked to return to another interview with additional documentation. (See Appendix C.)

Note: The applicant must respond honestly to all questions.

F. ***The United States History and Civics Exam:*** According to the INS, this consists of an average of ten to twelve questions. (In practice, the number of questions asked may be greater or fewer.) The content is based on the federal citizenship textbooks, the 100 Questions developed for Amnesty applicants, and the identification of current officeholders in United States government. Often the examiner rephrases items from the 100 Questions list. The applicant is frequently asked questions about current officeholders (both local and national) and about the branches of government. Generally, the INS expects a minimum of 60% of the questions to be answered correctly (Jarina, 1993).

G. ***The Reading Test:*** The applicant may be asked to read a sentence or passage from an INS textbook. An applicant's ability to read English is generally assumed from their ability to write English.

H. ***The Dictation:*** Following the successful completion of the history and civics test, the applicant is asked to write dictation. The complexity of the sentence dictated is adjusted in accordance with the applicant's education level. A more educated person might be asked to write a compound sentence, while a less educated person might be asked to write a simple sentence. Standards for rating the dictation are also adjusted to an applicant's education level with greater accuracy demanded of an educated applicant.

I. *The Naturalization Oath:* The applicant is asked questions related to his or her acceptance of the oath. The interviewer may simplify the oath's language for the applicant. If he or she is a member of a religious or sectarian organization that prohibits the bearing of arms, he or she must present proof. (See Appendix C.)

Finally, the applicant signs and dates an "Oath of Renunciation and Allegiance" in which he or she gives up all foreign allegiance and titles, swears to support and defend the Constitution and the laws of the United States, and promises to bear arms (or provide other service) for the United States when required to do so by law.

J. *Examiner Evaluation:* The examiner will usually let the applicant know if he or she has passed the interview at this point. The INS must make a decision within 120 days of the interview unless the applicant signs a waiver. (If no decision is made within that time, the applicant may bring the matter to the attention of the local federal district court). The examiner must give reasons for a denial in writing and inform the applicant of procedures for appeal in the case of denial.

K. *Assigning a Swearing-In Date:* The INS examiner gives the successful applicant instructions on the date, time, and location to return for the final hearing/swearing-in ceremony, the dress code, and so on, and also the Form N-455 which is to be filled out and brought to the ceremony. In some cases, this information will be mailed at a later date.

Note: Steps F through H above are eliminated for applicants who have successfully passed the Amnesty 312 Test or the ETS or CASAS standardized citizenship tests.

Interview Problems

- *Missing Documentation:* An applicant may be requested to return with additional documentation regarding a particular topic. If an individual cannot obtain documentation requested within the 120 day period in which the INS has to grant or deny an application, he or she will be asked to sign a waiver of this requirement.
- *Missed Interview:* If an applicant misses his or her interview, the INS will usually reschedule; however, it may not be for several months.
- *Second Interview:* An applicant who has failed the exam or some section of it on the first attempt has a second option to take the test within 90 days. The applicant may request by letter a postponement of this examination for more than 90 days: "If a person fails to show up for the second examination without notifying the INS in advance, the person automatically fails the test" (Immigrant Legal Resource Center, 1991, Unit 17, Update 2).
- *Non-File:* If the examiner believes the applicant's knowledge of English is too limited to improve sufficiently within 90 days, he or she will generally ask the applicant to sign consent to withdraw the naturalization application.

- *Discretionary Third Interview:* The discretionary third interview is more likely to be granted if the applicant shows good faith effort towards preparation through enrollment in a class.

- *Failure To Pass Interview:* If an applicant loses his or her appeal (see subpoint 6 below), and/or fails the exam twice (three times if allowed a discretionary third attempt), he or she will lose the $90 application fee. This fee covers the processing of the application and is not refundable. This may be confusing for some applicants.

- *Appeal:* An applicant can appeal a denial of his or her application for naturalization. See "Administrative Appeal."

5. *Final Hearing/Swearing-In Ceremony*

The applicants must attend the Final Hearing/Swearing-In Ceremony.

The last step in the naturalization process is the hearing. Traditionally this has been handled by the court system. However, as a result of the Immigration Act of 1990, state and federal courts can decide if they want "exclusive jurisdiction" over the final hearing or if they wish to delegate that responsibility to the INS.

In areas where the courts have exclusive jurisdiction, judges now have the first option to naturalize. If no court date is available within 45 days, the INS may swear-in the applicant. In special cases in which the applicant is in the hospital or the military, or at special community events, the INS may also provide the service prior to the 45 days. Sometimes judges will perform the ceremony at community events instead of at the courthouse.

In areas in which the courts do not have exclusive jurisdiction, the applicant can choose by whom he or she wishes to be sworn in. If an individual, however, wishes to change his or her name, it is necessary to naturalize in front of a judge.

The Ceremony

The description below is from observations of a naturalization ceremony performed by Judge George Marovitch in Chicago on March 16, 1993, and interviews with new citizens:

- *Check-In:* The applicant is requested to report to the courtroom at 7:45 a.m. At this time the applicants form a line behind INS officers seated at a table. The applicant turns in his or her green card and submits a completed Form N-445, which updates the information given on the N-400. The applicant is asked to note any changes from the information submitted on the N-400. For example, if he or she has moved or traveled outside the country. Also, the applicant is asked to sign his or her naturalization certificate. The applicant is then given a booklet entitled, "A Welcome to U.S.A. Citizenship"; a voter registration form; and a sheet with the history, words, and music to a sung version of the "Pledge of Allegiance to the Flag."

  This process can take several hours, resulting in a potentially long wait. Applicants to be sworn-in and their guests are seated separately.

- *Commencement of Ceremony:* The clerk of the court (this may be the judge's clerk, a law clerk, or the bailiff) enters to announce that the ceremony will begin momentarily. Following this, the clerk asks all to rise, bangs the gavel, and announces that the court is in session. The judge then enters the courtroom. After he or she enters, all sit down again.

- *Approval of Applications:* A representative of the INS testifies that the INS has submitted "x" number of naturalization applications and have found them all to meet required standards. He or she recommends to the court that the applicants be administered the oath so that they may assume United States citizenship.

- *Acceptance of Applications:* The judge accepts the request. He then asks all of the applicants to once again rise while he or she administers the oath.

"Oath of Allegiance"

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the Untied States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law;* that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion, So help me God.*

*Section 337 (a) of the Immigration and Nationality Act of 1952 permits, under circumstances, the taking of the oath without these clauses.

> "By saying, 'I do' I declare that you are duly naturalized citizens of the United States. Now shake hands with people around you, you're now in this together as U.S. citizens." (Marovitch, 1993)

- *Congratulations Speech:* The judge gives a speech congratulating the new citizens. Below are excerpts from the talk given by Judge Marovitch at the naturalization ceremony in Chicago, Illinois, on March 16, 1993:

America is truly the land of opportunity, warmth, and nostalgia. This day is an important day for each one of you but surely for the United States of America. Immigrants are the reason this country gave birth and grew prosperous. You join us now in an experiment not yet finished. . . . Our founders in the 18th century found their answers . . . in a country ruled by its own citizens offering "equal justice under law." The laws are founded on the rights of individuals.

I urge you to exercise your right to vote. It is your responsibility to be informed about the candidates for office. It is a special role. Use it and tell us what you have learned. Your voice is special because you have chosen to come here. For good reasons each of you has chosen a new life. By sharing your previous experience you will help us all.

> *Some of your beliefs will enter the American culture. I believe you left behind the shortcomings and brought with you the treasures of your culture. I do not ask you to abandon your past. I ask you to give us your heritage so it will be part of the United States. I ask you to instill in your children and grandchildren a love of the United States.*
>
> *As new citizens, do not hesitate or hold back in joining American culture. . . . I also ask you not to give up the culture of your country or your own language.*
>
> *This country is now our country. It is as much yours as mine. I congratulate each one of you. I wish you happiness in your new land. God bless you and God bless America. I now recess court.*

- ***Adjournment of Ceremony:*** The clerk of the court again asks all to rise, bangs the gavel, and announces that the court is adjourned. The judge leaves the courtroom.

- ***INS Citizenship Presentation:*** At this point a representative from the INS gives a talk and answers questions about legal issues related to naturalization. This includes regulations regarding correction of errors on the certificate, duplication of the certificate, where to obtain a passport, petition for family members, register to vote, and so on. The INS representative also may have answered questions while the applicants were waiting in line earlier in the morning.

- ***Community Representative Citizenship Welcoming Presentation:*** A representative from a citizenship organization gives a welcoming speech. In Chicago, the individual is from the Chicago Metropolitan Citizenship Council. (In other areas, it may be a representative from the Daughters of the American Revolution.) The organization also may have planned a reception with tea and cookies to which all newly naturalized citizens and their families are invited.

- ***Distribution of Citizenship Certificates:*** The clerk of the court reenters the room with the naturalization certificates. Those individuals with errors which the office had identified are asked to report to a different location to pick up their corrected certificates. The rest of the participants are asked to wait until their name is called. The clerks then proceed to call off people's names. Often, they do not know how to pronounce people's names and call out the names by spelling them, for example, "Y-O-O-N L-E-E." Each individual is asked to review his or her certificate for errors. If corrected on the same day, there is no charge. At a later time there is a fee.

6. *Administrative Appeal*

"If the INS denies the application for naturalization, they will send the applicant a notice stating the reason for the denial. The applicant can file a request for review in the same office within 30 days of the denial. During this review, the applicant can submit any new evidence or testimony that might support his [or her] application. If the INS upholds its earlier denial, the applicant can then file an appeal with the local federal district court for review. The appeal must be filed within 120 days of the INS final determination. The court must make an entirely new decision on the person's application, and must give the person a hearing if [he or] she wishes one" (Immigrant Legal Resource Center, 1991, Unit 17, p. 3).

A Timeline Showing When Earliest Amnesty Applicants Will Become Eligible To Become U.S. Citizens

Developed by the Chicago Coalition for Immigrant and Refugee Protection

May 1987
Person applies for and
receives temporary residence.

↓

18 months pass.

↓

November 1988
Person applies for and
receives permanent residence.

↓

November 1993
Five years have passed since person applied
for permanent residence.
Person is eligible to become a U.S. citizen

Note: This chart assumes that a person applied for temporary residence in the first month of the "pre–82" legalization program and that the person applied for permanent residence as soon as possible. The chart also assumes that the person applies for U.S. citizenship immediately after completing five years of permanent residence. *Very few individuals will complete the legalization/naturalization process this quickly.* The majority of persons in the legalization program will be eligible for naturalization many months after November 1993.

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CHAPTER VII:
HISTORICAL PRECEDENTS FOR "CITIZENSHIP" EDUCATION

INTRODUCTION

One of the underlying purposes of the citizenship exam is to encourage "good citizenry." Yet, the cont of the exam gives only a limited perspective of how this term might be interpret Citizenship instructors can benefit from consideration of the multiple conceptu ons of citizenry as they teach it to others. Additionally, they might examine [illegible] itizenship beyond its legalistic meaning relates to immigrant students, especially th who might be called disenfranchised.

During different periods in United States history, separate models have been evolved to address the creation of "good citizenry" among immigrants and the disenfranchised. Often education played an integral role in the implementation of the particular approach. This section will address three of these models.

Between 1900 and 1910, nearly nine million immigrants arrived in the United States, making it the highest decade for immigration in United States history. The Americanization Movement and the Settlement House models addressed the needs of these immigrants with two distinct approaches. The Americanization Movement advocated assimilation through the imparting of traditional "patriotic" values. In contrast, the Settlement House model focused its citizenry efforts on addressing immigrant needs at the community level through a combination of service and advocacy.

During a later period, the Highlander Folk School pioneered a new model of education in its Citizenship Schools. These "schools" brought community activism to the classroom as they sought to create empowered citizenry among African Americans. Starting in the 1950s, the Citizenship School model played an important role in the Civil Rights Movement.

The following are short descriptions of these three approaches. Through an examination of the influences and shortcomings of each of these, educators can draw from history to find inspiration to design effective teaching strategies. An understanding of the roots of each approach can guide the instructor in distinguishing between assumptions based in previous periods and the need to develop courses appropriate to current perspectives.

THE AMERICANIZATION MOVEMENT

The Americanization Movement sought to address the integration of the immigrant into United States society. Until then, "native Americans had not supposed that national homogeneity depended, necessarily or desirably, on special pressures to assimilate the immigrants. . . . [A]ssimilation would follow readily enough from the general institutions and atmosphere of American society" (Higham, 1992, p. 72). The stated rationale behind the movement was to make "good" Americans out of immigrants, although as it grew larger and out of control of any centralized leadership, there were extremists who sought simultaneously to limit immigration and force newcomers to prove themselves loyal Americans.

President Teddy Roosevelt (1992) wholly endorsed the Americanization Movement. He felt that immigrants should dispose of their native cultures and become "Americanized" as soon as possible: "The greatness of this nation depends on the swift assimilation of the aliens she welcomes to her shores. Any force which attempts to retard that assimilative process is a force hostile to the highest interests of our country" (p. 85).

Many "patriotic" organizations were founded in response to the Americanization Movement. The mission of the Daughters of the American Revolution (DAR) was "to combat the danger of immigrant radicalism" (Higham, 1992, p. 75). They gave lectures on United States history and government in immigrants' native languages: "Above all, . . . they're taught obedience to law, which is the groundwork of true citizenship" (p. 75). Recognizing that children often assimilate faster than their parents, some chapters of the DAR directed their efforts toward immigrant children.

The YMCA reacted to the Americanization Movement by organizing evening classes in English and civics taught by volunteers for foreigners. The national director of the YMCA at the turn of the century viewed "the immigrant [as a] blessing if redeemed and uplifted, but a danger if left alone" (Higham, 1992, p. 75). Lectures and civics classes were held and patriotic literature printed and handed out.

Frances Kellor, a reformer and nationalist, was instrumental in getting government and industry support for English and Americanization classes. Inspired by the cause, she first started out working with the North American Civic League of Immigrants in Boston, which she expanded by opening and directing a New York branch. Following the Lawrence textile strike of 1912, the Boston league "concentrated on sending agents into foreign communities to act as industrial spies and leaders of anti-strike movements" (Higham, 1992, p. 76). At this point, Kellor separated from the League to found the Committee for Immigrants in America which focused simultaneously on education and protective social legislation.

Unsatisfied by the growing loosely knit network of English and civics classes for immigrants, Kellor's committee set itself up as a central clearinghouse to aid, advise, and unify all public and private agencies throughout the country who were interested in the problem. It sought both "a national policy . . . to make all of these people one nation and a federal bureau to lead the way" (Higham, 1992, p. 77). Her pressure led to the "establishing [for five years] of a Division of Immigrant Education within the Bureau of Education to publicize the need for Americanization" (p. 77).

Businesses also joined in the Americanization drive. Both the National Association of Manufacturers and the U.S. Chamber of Commerce recommended Americanization to its members. A number of businesses established "factory classes, distributed civics lessons in pay envelopes, and even subsidized evening schools" (Higham, 1992, p. 79).

Industrialist Henry Ford opened a compulsory English school for his foreign-speaking employees. Workers were required to attend class before and after work two days per week: "The first thing that foreign-speaking employees learned in the Ford School was how to say, 'I am a good American.' Later the students acted out a pantomime . . . a great melting pot . . . [which] occupied the middle of the stage. A long column of immigrant students descended into the pot from backstage, clad in outlandish garb and flaunting signs proclaiming their father lands. Simultaneously from either side of the pot, another stream of men emerged, each prosperously dressed in identical suits of clothes and each carrying an American flag" (Higham, 1992, p. 80).

Preparedness for World War I shifted much of the previously held sympathy for immigrants during the Americanization movement into fear and suspicion: "They set about to stampede immigrants into citizenship, into adoption of the English language, and into unquestioning reverence for existing American institutions. They bade them to abandon entirely their Old World loyalties, customs and memories" (Higham, 1992, p. 80). The National Americanization Committee (NAC) "recommended a constant surveillance of aliens . . . to prevent strikes or other disaffection. . . . It proposed requiring all aliens to learn English and apply for citizenship within three years or face deportation. . . . Let us insist frankly . . . that a man born on another soil has to prove himself for America" (Higham, 1992, p. 81).

When the United States entered World War I, a good deal of legislation was passed that advocated a more restrictionist Americanization movement: "The Cincinnati City Council closed down poolrooms operated by aliens, on the theory that such establishments kept foreigners apart from American influences. The governor of Iowa issued a proclamation banning any language except English in all schools, church services, and conversations in public places or over the telephone" (Higham, 1992, pp. 80-81). More than a score of states passed laws authorizing or strengthening classes in English for foreigners. . . . At least two states, Idaho and Utah, . . . [required] non-English speaking aliens to attend Americanization classes. In 1919 fifteen states decreed that English must be the sole language of instruction in all primary schools, public and private. Several states . . . [insisted] that all public school teachers be citizens. . . . Nebraska extended the same requirement to private schools and also stipulated that all meetings except religious and lodge meetings must be conducted in English" (p. 83).

The Depression cut off the business and government financial support of the Americanization Movement, and the passing of World War I ended the intense focus on patriotism. Yet, this movement has left a strong imprint to this day.

THE SETTLEMENT HOUSE

The Settlement House model of social reform, begun in the latter part of the 19th century, radically altered the treatment of immigrants in the United States. Popularized by humanitarian Jane Addams and her work at the most famous settlement house, Hull House in Chicago, settlement house workers welcomed immigrants into the community and tried to impart a sense of belonging: "The settlements undertook the first practical efforts toward social integration of the new immigrant nationalities with the Older America" (Higham, 1992, p. 73).

Addams believed that one of the chief functions of a settlement house, a sort of multipurpose community center, was to offer community education. The goal of such education was to assist immigrants to adjust to the chaotic urban life and to instill in them a sense of pride (Bellah, 1991, p. 152). "They laid no special emphasis on English or civics classes" (Higham, 1992, p. 74). "In the case of young men and women about to go to work, it meant a concerted effort to give them some sense of the history and nature of a modern urban, industrial society, so that, wherever they ended up as workers, they would have a conception of the whole and of their own particular parts in it . . . [giving them] a sense of context that would give meaning to their lives" (Bellah, 1991, p. 152).

The programs at a settlement house were designed to ease the alienating effects of the city and make the immigrants feel a part of the community: "They tried to bind together and complete a neighborhood, not make a nation" (Higham, 1992, p. 74). A typical day at

Chicago's Hull House might be as follows: "The little children who came to the kindergarten in the morning were followed by the afternoon clubs of older children, and those in turn made way for the educational and social organization of adults, occupying every room in the house every evening" (Addams, 1910/1960, p. 113). Once a week, Hull House offered a university extension program. Also offered were friendship clubs and coffeehouse gatherings to bring those with similar interests together. Most importantly, these educational opportunities were brought to the community rather than expecting community members to go elsewhere to further their education. Hull House was also available to community members as a shelter when tenement life became overwhelming or when they found themselves on the street because of back rent or other misfortunes.

Settlement houses also offered classes in the languages and literatures of the immigrants. According to Addams, "simple people are interested in large and vital subjects . . . [they] did not want to hear about simple things; they wanted to hear about great things, simply told" (Bellah, 1991, p. 153).

Education played a key role in preparing people for community participation. Addams believed full societal participation from each member was essential for a good society: "unless all men and all classes contribute to a good, we cannot even be sure that it is worth having" (Bellah, 1991, p. 152).

Participation was also encouraged through community action: "So far as a neighborhood can discern and bring to local consciousness neighborhood needs . . . it fulfills our most valuable function" (Addams, 1910/1960, p. 225). Hull House, the renowned settlement house established by Addams in 1889, promoted the Nineteenth Ward Improvement Association that served as a political force to get the streets paved, increase police protection, and oust incumbent self-serving politicians (pp. 222-223). Workers reported health code violations in the tenements, organized alley clean-ups and garbage brigades, constructed playgrounds, and enforced housing codes.

Dedicated to social reform, settlements helped to establish many national social institutions: the National Child Labor Committee, the National Women's Trade Union League, the National Association for the Advancement of Colored People, the National Playground Association, and a National Conference on City Planning (Davis, 1967, p. 194).

In keeping with John Ruskin's mid-19th century proposal that committed reformers move to indigent neighborhoods, the largely middle-class settlement workers lived in the settlement house. Many witnessed poverty for the first time in their lives. Addams felt, "They must be content to live side by side with their neighbors, until they grow into a sense of relationship and mutual interests" (Higham, 1992, p. 98).

These differences between settlement "residents" and neighborhood residents created an obvious disparity. The workers were sometimes criticized for trying to change immigrants into "a better type of American" (Carson, 1990, p. 105). Addams herself admitted, "Of course there was always present the harrowing consciousness of the difference in economic conditions between ourselves and our neighbors" (p. 104). Despite their benevolent intentions, settlement workers often made immigrants' adjustment more difficult by singling them out as a needy group that demanded more sensitivity (p. 102). Such treatment often generated hostility from immigrants who had adjusted on their own.

CITIZENSHIP SCHOOLS

Citizenship Schools were originally a program of the Highlander Folk School in the Appalachian mountains of Tennessee. Southern Mountains School, later renamed the Highlander Folk School, began as an experimental adult education program in 1932 to rally Appalachian coal and textile workers around the labor movement. Co-founder Myles Horton held a vision that poor, working-class adults could exercise self-determination if given an education. By applying the strategies of community organizing to adult education, Highlander Folk School's Citizenship School became a model for citizenship schools across the South and a training ground for many leaders of the Civil Rights Movement.

The school originally focused on training labor leaders as a means to rouse the community at large to action. Unpaid staff and adult students lived communally on a small farm where they worked and studied together. Staff and students training to become leaders worked side by side in the effort to unionize, conducted meetings to educate workers, and, together, organized strikes for improved wages and shortened working hours.

Horton (1990) inspired teachers by sharing his high expectations: "To get something like this going in the first place you have to have a goal. That goal . . . should be beyond the goal you expect them [the students] to strive for" (p. 108). The original goal proposed in 1932, to impart basic civics to the uneducated poor, held as a guide for Highlander (p. 62). "When I use the word 'democracy,' it is not limited to . . . voting. It is a philosophical concept meaning that people are really free and empowered to make collectively the decisions that affect their lives" (p. 169).

Although educating the poor remained foremost on Highlander's charter, the school's target changed. In the segregated South, racism was the formidable obstacle to improving the quality of life for African Americans and other disenfranchised poor. By the early 1950s, Highlander's leadership in promoting civil rights had replaced union organizing as the school's primary focus.

From their community organizing experience, Horton and other Highlander staff knew that people coalesced best around tangible objectives. Before African Americans and poor whites could fully participate in the democratic process, they needed to learn to read and write in order to register to vote. People recognized that voting was one way to try to end discriminatory practices. To help people pass the literacy test given at the polling station, Highlander implemented the Citizenship School model to teach basic literacy to adults. Horton (1990) emphasized that acquiring the right to vote was a first step to social activism for students: "What we believed in was starting people on a path of group action" (p. 100). In addition, the Citizenship School model charted its progress not by compiling test scores administered in the classroom, but by keeping count of the number of adults who successfully registered to vote after completing their three-month basic literacy course.

Septima Clark, a committed civil rights activist from the African-American community, became the Citizenship School's first director. Though Clark was trained as an educator, she did not require staff to have a degree. In fact, she avoided hiring certified teachers, instead selecting natural teachers from within the community. She believed that adults who were self-conscious about being uneducated would be less intimidated by teachers without college degrees. The "uneducated" teachers were role models; they proved to students that learning was possible without years of traditional schooling. This natural-teacher philosophy also became a practical and affordable staffing advantage for communities wishing to replicate the Highlander Citizenship School model. Interested communities were encouraged by the Highlander School model to use resources and train natural teachers from within their own communities.

From their first day in class, adults enrolled in the Citizenship School were given respect for the practical knowledge they possessed. Most of the students were African Americans who had worked for many years doing manual labor. They had raised families on low wages and endured discrimination daily. Most had never had the opportunity to hold a pencil. During class, pencils snapped with regularity; the school provided an ample supply so the students would not feel embarrassed.

Bernice, a beautician-turned-teacher, used a teaching methodology premised on mutual respect. Students would tell stories about themselves which would be transcribed into text for reading lessons. The only other text used in her classroom was the United Nations Declaration of Human Rights (Horton, 1990, p. 103). Horton gave full support to this approach: "I knew from the early days of Highlander that you couldn't carry on an educational program with the kinds of people we were interested in working with until . . . [you] started listening to the people themselves" (p. 100).

As the Citizenship Schools achieved unprecedented success, the Highlander School decided to turn them over to the Southern Christian Leadership Conference. Civil rights leaders, including Andrew Young and Dr. Martin Luther King, incorporated the Citizenship School model into their training and organizing strategies.

CITIZENSHIP PREPARATION EDUCATION TODAY

Many current educational programs to prepare citizenship applicants for the exam incorporate elements of each of the three models elucidated. Drawing on the wealth of our historical roots, each instructor and organization can develop a program that brings the best of our past to meet the needs of the present.

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CHAPTER VIII: THE PURPOSE OF NATURALIZATION EDUCATION

The purposes of naturalization education are threefold:

1. ***To Prepare Applicants to Successfully Pass the INS Educational Requirements for Citizenship.***

All naturalization applicants must comply with the educational requirements of the INS. These include literacy as well as a fundamental knowledge of United States history and government.

*INS officers generally do not rigidly apply the requirements listed below. See pages 53-55 for data on INS's actual application of statute.

- **Literacy Requirement**
  The literacy requirement states that a person must "demonstrate an understanding of the English language, including an ability to read, write and speak words in ordinary usage in the English language. The ability of an applicant to speak English shall be determined by a designated examiner from the applicant's answers to questions normally asked in the course of the examination . . . an applicant's ability to read and write English shall be tested using excerpts from one or more parts of the Service authorized Federal Textbooks on Citizenship written at the elementary level [service publications M-289 and M-291]. An applicant's writing sample shall be retained in the applicant's Service file" (see INA § 312 in Appendix E).

  The oral and written English language requirement is intended to assure that all applicants have developed a minimal level of communicative skill and literacy in the English language. The skill level expected should be appropriate to their particular background and circumstances. An individual with a university degree is expected to attain a higher level of proficiency than is an immigrant with a grammar school education.

- **History and Government Requirement**
  The history and government requirement states that a person must

> demonstrate a knowledge and understanding of the history, and of the principles and form of government, of the United States. . . . The scope of the examination shall be limited to subject matters covered in the Service authorized Federal Textbooks on Citizenship except for the identity of current officeholders. In choosing the subject matters, in phrasing questions and in evaluating responses, due consideration shall be given to the applicant's education, background, age, length of residence in the United States, opportunities available and efforts made to acquire the requisite knowledge, and any other elements or factors relevant to an appraisal of the adequacy of the applicant's knowledge and understanding. . . . A person

> who is exempt from the [English] literacy requirement . . . must still satisfy [the history and government] requirement.

(See Chapter IX for options to complete this requirement.)

2. *To Provide a Fundamental Understanding of the History and Governmental Structure of the United States That Is Relevant to Applicants' Personal Lives.*

The underlying purpose of the history and government requirements is to assist new citizens to understand how they form an integral part of United States history and government and how their life choices can shape the future of the country (Tollifson, 1993). Citizenship education includes learning about the rights and responsibilities of citizens in a democratic society and maintaining a critical perspective on policies and practices. While citizenship applicants may be able to pass the test by memorizing the answers to the required questions, the information is more likely to be retained and available for understanding future events if it is related to their previous knowledge and experience.

3. *To Provide a Forum To Address Issues Regarding the Implications of the Naturalization Decision.*

In making the decision to naturalize, a new sojourn begins. Along the way a number of issues, both negative and positive, may emerge that can be addressed in the classroom. Concerns may include pressure because of family members whose immigration depends on their naturalization; a sense of loss about what has been left behind; and unrealistic expectations about the potential benefits that await those obtaining their citizenship. Reasons for enthusiasm may include a greater sense of bonding with the country that the applicants' children most closely identify with; a new future to be forged; and, for refugees, relief from the status of statelessness.

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CHAPTER IX:
PREPARATION FOR THE CITIZENSHIP TEST

To prepare for the citizenship test the applicant must consider three issues:

1. *Selecting a Testing Option*

Applicants who have not already fulfilled the English literacy and history/government requirement through the Amnesty 312 Test have the option of either being tested during their INS interview or taking one of the standardized tests offered to meet this option.

- **INS Interview**
  This fifteen-minute interview largely emphasizes oral speaking skills. Applicants are asked to respond to a series of questions about history and government and then to write a one sentence dictation. The less educated applicant can benefit from this testing option in that the scope and difficulty level are intended to reflect the applicant's background. In addition to the questions asked, the dictation given to a less educated applicant may be simpler than those phrases appearing on the standardized tests. The author heard the dictation, "The sun is yellow," given at an interview. (Note that this sentence is simpler than the legislation that calls for the dictation to be from the federal textbooks.) While this flexibility often works to the applicant's advantage, it does not consistently do so. For example, on the dictation the standardized test graders look for general understanding; they do not penalize for discrete errors in spelling or grammar. An INS examiner, however, might hold a person who appeared to be more educated (they do not have specific information on educational levels) accountable to higher standards. There is also variance both among INS districts and between examiners.

  All applicants must partake in the INS interview during which their oral English skills are assessed, even if they have passed a standardized test. The standardized testing option only allows for the applicant to omit the period of the interview during which questions are asked on history and civics and a dictation is given. (This generally takes about five minutes of the fifteen-minute interview). An applicant can pass the standardized test and fail the interview. For that reason, some believe that the standardized testing option is not a good use of time and financial resource.

- **Standardized Testing Options**
  Many applicants prefer the predictability of content in the standardized test to the uncertainty of the INS interview questions. There is more pressure during the INS interview as applicants generally only have two opportunities to pass the test (the third opportunity is at the examiner's discretion), while the standardized testing option allows applicants to take the test an unlimited number of times until a passing score is achieved. (The Educational Testing Service [ETS] allows applicants to take two tests in one day but charges for subsequent examinations; the Comprehensive Adult Student Assessment System [CASAS] offers one test per sitting but allows two

sittings for one fee.) The standardized tests also allow students to use both their auditory and reading skills as each question is either read aloud (ETS) or played on tape (CASAS).

While the standardized tests generally require more advanced literacy skills than does the INS interview, the greater difficulty may be compensated for by the comfort of taking a test with a more predictable content at a location and with an examiner who is not associated with the INS. Many applicants are fearful at the prospect of a one-on-one test with an INS examiner. The 75,000 citizenship applicants who chose to take the ETS testing option during the first year of operation (March 1992 to March 1993) certainly demonstrated that many applicants valued having the standardized testing option (Nicosia, 1993). Also, applicants do not have to learn to pronounce long, difficult words like "legislative" and "executive." They merely need to be able to recognize them in their written form.

2. *Defining the Scope of Preparation for the Selected Test Format*

- **Scope of Preparation for the INS Interview**
  While the law defines a rather broad scope of topics that potentially can be covered in an INS naturalization exam, in practice it is often not as difficult as many applicants anticipate. According to NALEO's findings in "The National Latino Immigrant Survey," published in 1989, the second highest reason cited as a disadvantage or obstacle to becoming a citizen was fears about the difficulty of the INS citizenship examination (39% of respondents). *A full 92% of the applicants who took the INS exam passed it and 77% said they did not find it difficult* (NLIS, p. 19).

While the legislation implies that the content of the test can draw from anything covered in the federal citizenship books, the actual test content generally reflects a limited number of topics covered in the texts. The law directs the examiners to tailor their questions to the educational level of the applicant, so a more educated applicant may be asked more complex questions.

Because the categories are so broad, few people are actually asked questions that do not tie into the 100 Questions issued during Amnesty. The purpose of the test is not, however, for applicants to merely memorize the answers to the questions, but rather for the exam preparation to provide an opportunity for the applicant to learn about their adopted country and to pique their interest in continued learning (Tollifson, 1993).

In 1990, Rob Paral, a former policy analyst for NALEO, conducted a survey of INS staff at naturalization offices in Chicago, New York, Miami, and Houston. He found that each district office set up its own policy; the National INS office had little to do with dictating parameters. Some districts developed a set of questions from which INS officers were to base their questions; others did not. Some encouraged naturalization interviewers to base their questions on the 100 Questions developed for Amnesty; others did not. When it came to the dictation, officers were given total autonomy. Many had their favorite dictation they used with most applicants. Some officers asked questions directly off the application using the sometimes complex vocabulary of the application, while others simplified the questions.

Paral (1993) estimated that 90% of the time officers were straightforward and fairly easy to deal with: "They are nice people with sensitivity to immigrants. . . . Maybe 10% of the officers are burned out and/or antagonistic to immigrants."

During the author's observations of naturalization exams in February 1993 at a community outreach site in Chicago, the examiners asked an average of five history and government questions and gave a dictation of one sentence with a simple structure. The rest of the interview consisted of questions regarding the application and the oath of allegiance.

For example, the author found that the complex legalistic language used in Part 7, "Additional Eligibility Factors," and Part 8, "Allegiance to the U.S.," of the N-400 was not repeated verbatim; examiners simplified their English and not all questions were asked. Questions asked in reference to Part 7 referred to Selective Service registration, filing taxes, deportations, and previous arrests. In Part 8, applicants were asked only about their willingness to take the oath and to bear arms. However, these practices may have been influenced by the particular practices of interviewers at the Chicago-based INS outreach project. Committed to promoting good relations between community organizations and the INS, the interviewers for this project are known to be particularly flexible and empathetic with immigrants.

The United Neighborhood Organization (UNO), a Chicago-based community organization, gave to eighty applicants whose papers it had processed the 100 Questions to study to prepare for the exam. They did *not* recommend that applicants attend a citizenship preparation class. Seventy-six applicants passed the test at a Chicago INS community outreach site (Solis, 1993). (As this data does not include information concerning the applicants' academic preparation nor their use of external preparation resources, it is not generalizable.)

Yet, there are also numerous stories of individuals who have had negative experiences at their exams. The kinds of stories related to the author can be divided into three categories: an excessive number of questions were asked, questions asked were only peripherally related to the federal textbooks, and the examiner had unreasonable expectations of accuracy.

Examiners must individually interpret what it means to give consideration to subject matter, to phrase questions, and how to evaluate responses. However, examiners are given no special training in this area. Also, even though the law requires that an individual's background be taken into consideration, in actuality the examiner has only general information about the individual. The N-400 does not request information about the applicant's education; the interviewer is left to draw an assumption.

In Chicago, the INS examiners at outreach sites still base most of their questions during the oral test on the 100 Questions developed for Amnesty applicants (Cerna, 1993). In contrast, the standardized tests include questions on geography and the identification of specific dates not included in the 100 Questions. Also, there tend to be a greater percentage of questions related to history on the standardized test than on the oral test. Only 11 of the Amnesty's 100 Questions are on history, and in the author's observations, individuals were asked an average of one history question out of a total of five questions.

The difficulty of the test can also be incorrectly assessed from the educational level of many citizenship preparation textbooks, including those issued by the federal government. The literacy skills required for the test are not as high as those required for reading the federal texts. Citizenship instructors who use the federal texts or others written at an intermediate to advanced level, can get the impression that the test is at a much higher level than it is in reality. This can cause students with lower English skills to be more wary of their ability to pass the test. Unfortunately, many textbook publishers do not base the content of their materials on actual INS practices.

As INS testing practices may vary over time and across locations, it is important that educators speak with applicants who have gone through the interview. Sometimes a particular question becomes popular among many examiners. Some INS offices may allow individuals to observe interviews or to interview applicants upon termination of the interview.

- **Scope of Preparation for the Standardized Testing Option**
  Both ETS and CASAS, the two standardized tests that had been approved for use as of June 1993, provide guides for test takers on the general content of the standardized testing options. CASAS claimed that their test is written at a sixth-grade reading level and an assessment of the ETS test by the Flesch-Kincaid also placed it at grade level 6 (Student Performance Level [SPL] IX). However, sentences in the test were short and simple because there was no interconnection between sentences in the multiple-choice format. Technical terms such as "legislative" and "House of Representatives" and the high use of the passive voice probably made the grade level assessment higher than it really was.

  Linda Taylor (1993), coordinator at CASAS, commented that the majority of students she had tracked who failed the CASAS standardized citizenship test did so because of weak listening skills and/or writing skills for the dictation. Perhaps it is not the content of the history/civics that is challenging applicants, but rather the lack of English language skills. Citizenship instructors who emphasize content learning as primary may be failing to prepare students adequately.

3. *Exam Preparation Options*

Applicants can choose to prepare for the test with any or all of the options listed below, regardless of the test format selected.

- **Citizenship Preparation Classes**

  Advantages:
  - A peer group which can serve as a forum for an interchange of ideas and experiences, studying, and emotional support.
  - A special time set aside to focus exclusively on preparation for the exam.
  - Regular practice of exam-specific English language.
  - Professional assistance in the particular areas of need.
  - An opportunity to gain access to meaningful information about the United States and its government that can increase applicants' understanding of life in the United States and help them to participate as "informed citizenry."

  Disadvantages:
  - Students in the class may have different needs causing some applicants to feel left behind or bored. They may feel that their time is not well spent.
  - The applicant may place responsibility for preparation on the instructor rather than on him- or herself, assuming that class attendance in itself is sufficient.
  - Special accommodations may be needed in order to attend class, for example, child care arrangement, transportation problems, altered work schedules, and so on.
  - The course may not be structured to the applicant's needs. It may extend over a long period of time when the applicant has an interview scheduled shortly. The applicant may not be able to attend all of the classes in which important information is covered. The course may cover more information than is necessary for the exam. The instructor may have a particular bias that is unrelated to the content of the exam or that conflicts with student needs or expectations.

- **Self-Study**

  Advantages:
  - The applicant assumes complete responsibility for his or her own success.
  - The applicant builds his or her own support/study network to prepare.
  - It is not necessary to accommodate a course schedule. The applicant can schedule studying at whatever times and places are convenient.

  Disadvantages:
  - Limited access to study materials.
  - The applicant may find him- or herself isolated and discouraged.

  - Lack of skills and/or support for self-study. Students may not know about study aids such as flash cards and pneumonic devices for self-study.
  - Lack of exam-specific English language practice.

- **English as a Second Language (ESL) Classes**

  Advantages:
  - Without basic English skills, most applicants cannot obtain citizenship.
  - Ample opportunities to practice oral English skills, the core of the successful interview.
  - Practice in improving writing and listening skills which are necessary to pass the dictation.
  - A focus on English reading skills which is useful in studying for the test as well as essential for the standardized test.

  Disadvantages:
  - The English taught is not content-specific.
  - The class may not emphasize the particular skill areas in which the applicant needs practice (e.g., an individual who needs work on the dictation may enroll for a class in which the emphasis is on oral skills).
  - Little opportunity to discuss with others or meaningfully integrate the content of the history/civics component as the focus of the class is on the development of language skills.

- **ESL/Civics**

  Combines advantages and disadvantages of ESL and civics. The class, however, is not appropriate for those who wish to focus on civics and history content knowledge only.

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CHAPTER X:
ISSUES IN CITIZENSHIP EDUCATION PROGRAM DESIGN

1. *Types of Courses*

Educators can offer classes with a specific focus or combination of perspectives.

- **Standardized Citizenship Test Preparation**
  Courses that are specifically geared to preparing applicants to take the standardized test. This includes an emphasis on reading skills with content that equally emphasizes government, history, and civics.

- **INS Citizenship Test Preparation**
  Courses that focus on the oral skills and the dictation for the INS citizenship test. Depending on enrollment, educators may offer separate classes for individuals with low literacy skills who may need extensive work on the dictation component.

- **General Citizenship Preparation**
  Courses that prepare applicants for either testing option. They may divide the group for specific exercises related to one option or the other, or give additional written homework to those preparing for the standardized testing option.

- **Community or Ethnic-Oriented Citizenship Preparation**
  Organizations located in a particular community or who serve a particular ethnic group may offer education preparation classes that in addition to preparing students for the test, also address civic and historical issues of interest to those of a particular group.

- **Empowerment Citizenship Preparation**
  Courses that have a focus on empowering applicants to take an active role in civic life.

- **Citizenship Workshops**
  Short-term workshops that prepare students for self-study or that serve as a review prior to the administration of the standardized citizenship test.

- **ESL/Civics**
  This format combines ESL and citizenship instruction into one class. Many programs offered classes using this format for applicants who obtained legal residence under the Amnesty program.

2. *Recruitment of Students*

There are a variety of strategies that can be used to recruit citizenship students.

- Broadcast Public Service Announcements (PSAs) on ethnic radio stations.

- Disseminate press releases to local mainstream and ethnic newspapers.

- Post and/or send flyers to organizations that process citizenship applications. This may include major organizations such as NALEO, churches, community and fraternal organizations, offices of elected officials, and so on.

- Send a representative with flyers to workshops organized by local community and religious groups to process application papers. Arrange to have them give a talk while applicants wait to process their applications, set up a booth, and so on. Educators can also assist these organizations by screening applicants for test readiness. Those potential applicants with very weak English skills may be encouraged to take an ESL course before sending in their application.

- Post flyers in local businesses, churches, and community and fraternal organizations, and go door-to-door in buildings or community areas that might have a large number of potential applicants.

- Place an announcement in a church or community organization bulletin.

- Speak by phone or in person with representatives from local organizations with ties to potential citizenship applicants to establish how you might work together to promote citizenship.

3. *Length of Course*

Citizenship preparation classes can range in length from two hours for an interview workshop to sixty hours and more.

Shorter Classes

- Generally demand that more information be communicated in a short period of time.
- Often provide less time for communicative activities.
- Require students to do more preparation outside of the classroom.
- Make it possible for students to attend all classes, since it takes less of their time.
- Do not allow for as much attention for students with special needs.
- Allow access for students with fast approaching interview dates.
- May specifically focus on role-playing for the interview.

Longer Classes

- Can cover material with more breadth and meaning.
- Can provide more time to address individual needs.
- May result in students missing more classes. With a curriculum that outlines what is specifically to be covered at each class, students can study for the classes which they miss.

4. *Open Entry/Open Exit or Fixed Program*

Citizenship applicants who seek preparation classes may be in a number of different categories which influence their preference for a fixed or open entry/open exit program.

Applicants may seek a citizenship preparation class to meet a variety of needs:

- To prepare for the citizenship exam *prior* to submitting the application.
- To prepare for the test *after* having submitted the application. These applicants have a limited time framework within which to prepare for the exam. It may take from two to nine months before they are called for their interview. This depends on the processing rate of the INS office to which they applied and assumes no other problems such as an incomplete application. Some applicants seek a class immediately after sending the INS their application, while others may wait until they receive notification of their interview.
- To prepare for the second interview (generally within 90 days) after having failed the first one.
- To prepare for a standardized test on a specific date that mandates a limited time framework.

Open vs. Fixed Course Structure
For applicants in the first category, a fixed schedule class is often preferred, while those in the latter categories may prefer an open entry/open exit course, depending on where they are in the application process. It may be easier to structure a shorter course on the fixed schedule or to schedule classes with overlapping schedules.

Another option is to have a fixed schedule for the course, but to let students enter at any time, giving them responsibility to study missed material independently. Ideally, a program with high demand can offer a variety of courses and workshops to meet the varying educational needs of citizenship applicants.

5. *Class Fees*

Many educational organizations charge a fee for their citizenship classes. As the need for citizenship preparation spreads, there may be a plethora of providers, some charging excessive fees for "guaranteed success" on the test. As the demand for citizenship classes expands, the market may determine a different range.

Some educational organizations may find it awkward charging people who live on limited incomes. They may choose to have a sliding fee scale or offer a limited number of scholarships.

6. Instructor Recruitment and Training

General Qualifications for Citizenship Instructors:

- Previous teaching experience, preferably in ESL
- Familiarity with United States history and government
- Crosscultural sensitivity
- ESL training preferred
- Bilingual preferred
- Previous experience teaching Amnesty classes preferred

Citizenship Instructor Training: Issues and Ideas
In considering a Citizenship Instructor Training design, a variety of issues need to be considered:

- Instructor familiarity with ESL training techniques.
- Instructor familiarity with the culture, community, and language(s) of the targeted participants.
- The nature of the citizenship instruction to be offered (i.e., workshops, long courses, bilingual vs. English instruction, English proficiency level required for citizenship instruction, and so on).
- The philosophy and goals of the organization offering citizenship preparation classes (i.e., linked to an immigrant empowerment program, under strict mandated regulations of a funder, and so on).
- The amount of time allotted for the training and the possibility of follow-up sessions.

While ideally the trainer can have some familiarity with the participants ahead of time, this is often difficult. For this reason, it is useful for the trainer to have a menu of topics to select from depending on the particular needs and interests of the group.

Menu of Instructor Training Options

- **Warm-Up General Discussion**
  Where did your ancestors come from? Why did they immigrate? Do you know if they naturalized? How soon after they immigrated did they naturalize?

  Would you become a citizen if you moved to another country? Would you naturalize if it meant renouncing your United States citizenship? If so, how long do you think it would take you before you would take that step?

  Why do you think some people would hesitate to naturalize? Why do you think others would naturalize as soon as they became eligible?

- **Small Group or Paired Discussion**
  Members of the group or pairs divide up a specified period of time to brainstorm on a particular topic. Each member is given a specified period of time to talk while the group members listen. For example, if the group was given ten minutes, dyad members would take five minutes each while a group of three would take three minutes each. One member of the group serves as a recorder of the ideas shared. Possible topics: issues to consider in instructional design; reasons for becoming or not becoming a citizen; questions you want answered at the workshop; why is citizenship an important issue; and strategies for teaching content to limited-English speakers. Following the discussion, the ideas shared can be recorded on newsprint. These can serve as the basis for further discussion or to record the diversity of perspectives.

- **Graffiti**
  An alternative option is to put up a series of pieces of newsprint on which are recorded a variety of predetermined topics. The pieces of newsprint can be spread around the room. Individuals write either what they want to know about a particular topic or what they already know or consider important. This information is then used to generate discussion and exercises. The information generated in the small group and/or discussion can also be recorded in this way.

- **Lecture**
  The instructor or an outside speaker can give specific information to the participants regarding a specific topic. Topics might include an overview of the naturalization process; benefits and concerns regarding the decision to naturalize; the targeted student population—demographics, ethnicity, educational levels, special needs, and so on; the INS interview; citizenship and empowerment; local government structure; current and past legislative issues with direct implications for immigrants; sample curricular sequence; INS application of naturalization educational requirements statute; strategies for teaching the interview; and ESL techniques in the citizenship classroom.

- **Sample Handout Materials**
  INS statute on naturalization educational requirements, the 100 Questions, sample course objectives, sample dialogue and/or sample sequence of INS interview, ample sequence of naturalization ceremony, overview of the naturalization procedure, dictation examples, description of the standardized citizenship tests, and bibliography.

- **Self-Quiz**
  Pairs of participants may quiz each other on the 100 Questions to find out how much they already know. Afterwards, the group can discuss how they can tailor the information in the questions to the targeted student population.

- **Analysis**
  Participants can analyze language of the INS interview and/or one of the standardized tests for structures, general and technical vocabulary, functions,

and colloquial language. Small groups can identify language objectives needed for citizenship preparation.

- **Simulation**
  Practice some of the methods and games listed on pages 94-96.

- **Application**
  Have small groups prepare a lesson plan based on a particular topic and present it to the group.

- **Simplifying**
  Group can discuss how to simplify reading materials such as newspaper articles to reduce technical and difficult vocabulary, shorten sentences, reduce sentence complexity, use concrete active verbs instead of passive voice, and so on.

7. *Screening Students for Test Readiness*

The level of screening that each program selects will depend upon various factors. Because the interview is always conducted in English, programs may want to recommend that students with low language levels enroll in an ESL class prior to the citizenship class or concurrently. The other major issues are the scope of the curriculum selected, whether the class will be taught in English or bilingually, and if the course is to be on a fixed schedule or open entry/open exit.

Scope of the Curriculum

Both the amount of material to be covered and the period of time in which that material will be covered affect the English proficiency level a program may require. A high level of English is required to understand material that is heavily content-focused. If the content material is not taught together with English language skills, it may be difficult for lower-level students to comprehend in a classroom conducted primarily in English.

English or Bilingual Instruction

English instruction provides numerous opportunities for citizenship applicants to practice hearing the language in which their test will be conducted. Students learn to negotiate problems and misunderstandings in English. (When they do not understand a concept, students can negotiate the meaning in the native language.) Those with a variety of native languages can be taught in a classroom that is taught in English, and the English language skills of the students are likely to show improvement.

English instruction, however, is not without its disadvantages. It is difficult to establish meaningful context and to explain complex concepts using simple English terms. Students may not ask important questions or participate as fully because they are insecure about their language skills. Also, students who entered class with low self-esteem or poor English skills may feel overwhelmed.

Bilingual instruction allows the instructor to establish context and explain concepts in the native language. The instructor can also go into more extensive detail in explaining material and in giving examples in the native language. In turn, the students feel more confident that they understand the course content. Participants

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with lower English language skills may feel more comfortable in a bilingual setting than in a classroom in which the instructor does not speak their language. The bilingual format also allows for students to have more opportunities to relate the course content to their lives.

Disadvantages to bilingual instruction include insufficient English language practice for participants in the classroom. Students may not develop the requisite language skills to pass their interview. Also, if there are several native languages in the class, a bilingual approach is not workable unless the instructor knows all of the languages.

Guidelines for Screening Students

Citizenship programs may want to use a customized screening instrument that assesses students readiness for the specific skills needed for the citizenship exam, a standardized ESL test such as the Combined English Language Skills Assessment (CELSA) or Basic English Skills Test (BEST), or both. Some programs may want to use a standardized test or a simple screening device for class entry and then administer a customized pre- and posttest.

Below are some general standards for test readiness from which programs can design and/or select their assessment instruments:

General Readiness

- Ability to understand basic spoken English, particularly the ability to respond to requests such as "Do you have (this document)?"
- Ability to answer simple knowledge questions understandably: "What is your name?"
- Ability to write a brief one-sentence dictation.

Readiness for INS Oral Test

- Ability to answer typical questions concerning previous arrests, time spent out of the country, and ability to get certain documents.
- Ability to respond to personal questions and ask clarifying questions.
- Ability to write a variety of dictations with a simple sentence structure if low level and a more complex sentence structure if intermediate to advanced level.
- Knowledge of the 100 Questions.
- SPL IV minimum for the INS interview, plus knowledge of technical vocabulary.

Readiness for Standardized Test (in addition to the above)

- Ability to read English at approximately a fourth-grade level. (Samples of reading materials at various grade levels are included in Appendix E.)
- Ability to use a computerized "bubble sheet."

8. *Developing a Course Curriculum*

- **Topics Areas**
  Citizenship Classes generally cover six main topics, plus two optional:

  1. Citizenship
  2. U.S. History
  3. U.S. Government Structure
  4. Emblems and Symbols
  5. INS Interview
  6. Dictation
  7. Geography (Optional)
  8. Standardized Test Preparation (Optional)

In most cases, the content of the test is based on the information in the 100 Questions. The oral interviews tend to emphasize government structure, however, it should be noted that the standardized tests draw on topics from history, government structure, and citizenship.

- **Curricular Sequence**
  Some classes start with history and end with interview preparation. Others prefer to have a section of each class on interview preparation. A number of classes begin with citizenship as an avenue for people to discuss their reasons for wanting to naturalize. This can build closeness and group support rapidly. Still other classes follow the content as it emerges in the sequencing of the 100 Questions.

- **Learning Objectives**
  It is the decision of each program and/or instructor to choose the content and number of skill areas to cover in the curriculum based on time parameters, costs, testing options available, the characteristics of the students enrolled, and the particular policy of the local INS office.

  Learning objectives can be selected from the following sources:

  - "Standardized Test Preparation Strategies" (see page 99)
  - "The INS Learning Objectives" as listed in level one of the federal citizenship textbook series: *United States History 1600-1987, U.S. Government Structure, Citizenship Education and Naturalization Information* (see page 104)
  - "Citizenship Course Learning Objectives" collected from various sources (see page 106)
  - "English Language Competencies" (see page 110)

- The 100 Questions (see Appendix B)

- The test preparation materials issued by ETS and CASAS for their standardized citizenship exams (see Appendix F)

9. *Developing a Student-Focused Educational Program*

Instructors want to structure their classes so that they can address the needs of the majority of students. Listed in this section are both general and specific teaching approaches that can assist in the customization of the classroom.

- **Creating a Learner-Centered Classroom**

  Perspectives on Learners

  - Treat each learner as a unique individual.

  - Encourage learners to develop a positive attitude about themselves so that they can more effectively make progress.

  - Consult with the learners periodically to make sure that the class is meeting their needs and regularly solicit their input.

  - Provide opportunities for the learners to think about and integrate the new information presented in class through exercises that allow them to meaningfully communicate the new information.

  - Respect all learners as complete human beings who are capable of thinking responsibly about their lives and their learning once they have the necessary information.

  Guidelines for Educators

  - Assume a classroom role less as an imparter of information and more as a scientist observing students, making conjectures as to what will help them learn, trying out conjectures, observing the consequences, and making the necessary changes.

  - Hold out a vision for the learners of their already extensive knowledge base and their immense capacity for learning. Draw upon that knowledge base to establish context and validate potential.

  - Promote integrated learning in which new information is evaluated and is made available for use in responding to new situations, rather than strict rote-learning and memorization.

  - Continually engage in assessment and evaluation as a means for both the learners and educators to identify strengths and areas for improvement, understand progress, and validate accomplishments.

  - Look upon mistakes and errors as the learners' approximating of the new information being learned. Observe these learner approximations carefully, reflect on their relationship to immediate and long-range needs, and design classes accordingly. Corrections should fit into the overall picture of learner developmental needs.

- **Strategies to Build Confidence**
  Many students come to class lacking confidence in their ability to prepare for the test. The class can play a key role in building confidence.

  - Break down complex ideas into small parts (e.g., any lectures should be short and interspersed with participatory exercises).

  - Regularly compliment students; recognize all achievements no matter how small.

  - Remind students that the INS adapts the level of questions to the background of the particular applicant.

  - Focus on communicative competence in class (i.e., the ability of the learner to communicate ideas rather than on the accuracy of the discrete parts).

  - Be clear on what information students *probably must know* versus background information.

  - Use strategies one would use in a multilevel ESL class (e.g., have more advanced students take on the "interviewer" role; give written exercises to more advanced students while working orally with the less literate students).

  - Build language skills as well as content skills. Most students will benefit from practice listening, speaking, reading, and writing English in the context of citizenship preparation.

  - Learn about the background of each student and the particular concerns each bring with them.

  - Do not make assumptions about student knowledge. Each student brings with her or him a plethora of life experience which may or may not include academic preparation.

  - Allow for lots of laughter and fun in your class. Laughter helps students get their attention off of stress from their personal lives or tension about the future. It helps bring their attention to the present. Information is also much easier to integrate when it is presented or practiced in fun activities.

  - Remember that many students feel a lot of pressure about passing their test. The immigration of their children, parents, or other family members may depend on them passing the test. As such painful emotion may come up in class, students may need to talk, to cry, or to laugh to release their feelings in order to feel confident.

  - Remember that citizenship preparation is not the only activity in students' lives. At times, students may need to talk a little about their home lives in order to get their attention onto the subject matter at hand.

- **Meaningful Integration of Content Knowledge**
  In the author's observations, students will learn new material more efficiently and retain it longer if it is related to their own background knowledge. Before presenting a lesson on a topic, *explore it with the class.* Add the new information by building on the class's own existent knowledge and expressed concerns. Design exercises that assist students to apply their knowledge in different contexts (e.g., have the class write a letter to their Congressional representative on an issue of personal relevance).

History is meaningful in allowing students to understand how the present United States came to be and why certain customs continue to be maintained. The importance United States culture places on individual freedoms can be traced back to the Pilgrims and others who came to the United States to escape persecution. Many of our national holidays are based on pivotal historical events. Students can also come to understand the integral role immigrants have played in laying the foundation for the current population of the United States. For learners who have had minimal formal education, the opportunity to put their lives in a historical perspective can provide them a greater appreciation of their own value.

U.S. government is based on the participation of the people directly and through their elected representatives. The instructor can help students to understand how decisions of the government can impact on their lives and how they in turn can impact governmental decisions. Issues of relevance can be related from the community level to the national level. Students already encounter government in many facets of their lives: post office, taxes, INS, public schools, and so on. Link this experience to what is taught in class.

The *civics* component can be used not only for students to identify the requirements for citizenship and the rights and privileges thereof, but also for the students to consider how they would like to exercise their citizenship. It is important that instructors do not impose their ideals of the "good citizen" onto the students but rather let them consider their own model. This may mean eternal vigilance over government decisions, along with the responsibility to engage in "civil disobedience" if government violates civil rights; for others it might mean strict adherence to government laws. This may involve both lifestyle choices and issues such as informed and responsible voting, being involved in community matters such as voicing opinions, debating, and so on.

10. *Teaching Techniques in the Citizenship Classroom*

GROUPING	METHODS	GAMES
Pairs: Two students work together.	**Quiz:** Students ask each other questions from the 100 Questions.	**Concentration:** Cards with words and definitions are laid out upside down in rows and columns—students turn over two at a time until they get a match. This can be done with words and their definitions.
	Information Gap: Students must complete a partially finished chart, diagram, or information sheet, such as some of the thirteen colonies missing on a map.	**Jeopardy:** One student gives an answer. The other student must give the question to fit the answer. Example: A. The first president of the United States. Q. Who was George Washington?
	Strip Stories: Students work together to put a series of sentence strips into a correct sequence. Example: The history of the Civil War or the steps in the citizenship process.	
	Moving Pairs: Students circulate through the classroom and ask each other questions.	**Famous People:** The name of a famous person is pinned on to each students' back. They just ask each other Yes/No questions to determine the person's identity.
Class Guest: The instructor invites an outside speaker into the classroom.	**Citizenship Information:** A knowledgeable person such as an INS representative or an immigration lawyer speaks and answers questions.	
	Authority: Other knowledgeable people such as veterans of World War II, Civil War buffs, or immigrant advocates speak and answer questions.	
	Interview: Students prepare questions to ask local elected officials and government employees.	

GROUPING	METHODS	GAMES
Whole Group	**Discussion:** Current events that are influenced by the government.	**Civics Bingo:** Students match rights and duties of citizens with pictures on a card.
	Language Experience Approach (LEA): The instructor writes down a student's story word-for-word. This story is later used for reading material. It can be a personal topic—"Why I want to be a citizen"—or a description of a historical event.	**Wh Questions:** Using a topic and a question phrase, the instructor or a student elicits information: "The Senate: How many?" "100 Senators."
		Round Robin: An activity of successive variations including the game of telephone (passing and receiving information); repeated questions and answers; and building on a topic, "On Thanksgiving we . . ."
	Case Study: Students analyze actual or prototypes of civil rights cases involving the application of the Bill of Rights.	
	Problem-Solving: Less complex than case study, this activity describes a problem and the group comes to a consensus or votes on a solution—Your neighbor says there is no use in voting. What would you say?	
	Total Physical Response: Practice possible requests by the INS interviewer by giving commands, "sit down please, Give me (this document)." Students point to dates on a timeline for a particular event or vote by standing up.	

GROUPING	METHODS	GAMES
	Cloze Exercise: The instructor gives the students a passage but takes out every nth (third, fifth, eighth) fact word.	
	Backwards Pronunciation Drill: Students learn to pronounce a word starting from the last syllable—legislative.	

11. *Test Preparation Strategies*

There are a number of specific strategies in which applicants can be trained to prepare them for the interview and standardized test.

- **Interview Preparation Strategies**

  Interview Format
  To prepare students for the interview, they should be familiarized with the general format and sequencing of events. (See pages 53-55 for a typical sequencing of an interview.) While it is impossible to predict all possible eventualities, students are better prepared if they are able to predict possible outcomes, even if they do not understand the specific language being used.

  General Interview Practice
  In practicing the interview, the instructor should present a variety of interview voices: mumbling, fast talk, different accents (many INS interviewers are themselves immigrants), and so on to accustom students to the variety of interviewers. If possible, invite other instructors/guests to tape record or ask questions live in class. Use a variety of sentence structures to ask for the same information.

  To help increase comprehension skills and build confidence,

  - have students guess the answers to questions of which they are unsure. The concept of "educated guessing" often surprises students as they find out how much they already do know.

  - have students rephrase interview questions so that they have a sense of the variety of ways a sentence might be posed to them.

  Students need to learn how to respond when they do not understand or when they are unsure of the answer to a particular question. Below are a series of strategies for the interview from Heide Spruck Wrigley's (1989) *Teach the Students, Not the Book! Preparing Language Minority Adults for Legalization.*

In order to feel confident that they can survive even awkward or difficult situations, students need practice in using the following communication strategies:

- **Asking for clarification and rephrasing** (e.g., "I'm not sure what you mean?" "Can you repeat the question?" "Could you say that in a different way?")
- **Asking the examiner to speak more slowly or clearly** ("I didn't understand; could you say that again more slowly?")
- **Buying time** (e.g., "Can I think about this for a minute? I think I know the answer.")
- **Admitting a problem without losing face** ("I'm sorry I can't remember X, but I do remember Y.")
- **Asking for help** ("I'm sorry, I don't remember the answer. Could you ask me another question?")
- **Coming across as a "regular guy"** (dressing as one would for a court appearance, watching for signals to shake hands, and maintaining appropriate eye contact and appropriate distance)
- **Appearing knowledgeable** ("I took a class and studied x, y, and z, but I don't remember this question.")
- **Throwing yourself at the mercy of the examiner** ("I'm sorry, my English is still not very good. I studied everything. But now I forgot.") (p. 14)

Practicing the Application Questions

Citizenship applicants are generally asked four categories of questions (excluding history and civics):

1. Reason for becoming a citizen
2. Biographical questions
3. Moral character questions
4. Loyalty questions

The majority are yes/no questions with a lesser number of "wh" questions. Below are some sample questions:

Yes/No Questions

Did they take you to jail?

Was anybody injured in the accident?

Have you engaged in dangerous drugs or narcotics?

Do you have your social security card with you?

Were you ever involved in assisting any other aliens in entering the U.S. in violation of immigration law?

Are you now living at this address?

Will you bear arms for the United States?

Have you ever been arrested?

You returned to the U.S. by car? (A structure commonly used by INS examiners.)

WH Questions

What was the reason for your trip?

Where do you live?

When did you last enter the U.S.?

Why didn't you tell me before?

How long were you gone to Mexico?

How many children do you have?

Practicing the History and Government Questions
The 100 Questions to which most questions relate are provided in their entirety in Appendix B.

- **Writing/Dictation Strategies**
For many applicants the dictation is the single most challenging part of the exam. Those with low literacy skills can be especially intimidated by the dictation. The instructor may need to spend a portion of each class practicing dictations.

What Sentences To Dictate

- From the twenty sentences issued for Amnesty applicants.
- About individuals in the classroom.
- About what is being studied in class.
- Silly sentences, interesting sentences, and/or provocative sentences.

Who Should Dictate

- Instructor
- Students
- Guests

How to Dictate (To accustom students to a variety of examiners)

- With a natural voice intonation and with an unnatural intonation.
- At different speeds: very fast and very slow.

- With different accents: Southern, East Coast, Midwestern, French, Spanish, Russian, and so on.
- Clearly pronounced and mumbled.
- Repeat dictated sentences a set number of times working towards only one repetition.
- Give students a limited period of time to respond. (Instructor can mentally spell out each word after dictating the sentence to measure how much time to allot.)

Dictation with Low-Literate Students

- Give students sample dictation sentences to practice copying at home.
- Give students spelling tests.
- Review basic phonetic rules.
- Have the students identify the separate words they hear during a dictation. (Often they have difficulty separating them.)
- Give students partially complete dictation sentences. They must only listen for and write in a couple of words, gradually building up to an entire sentence.
- Write or tell the number of words in each dictation sentence before dictating so students can check the number of words or put blanks for them, for example ____ ___ ___ ___ ___ (five words).
- Practice listening and repeating the dictation sentence orally before attempting to write it.

- **Standardized Test Preparation Strategies**
Many students have never taken a standardized test before, so the facilitator must take care to prepare them not only for the test content but also with test-taking strategies.

Timing and Pacing
Test takers have only a limited time to answer the twenty multiple-choice questions. They need practice reading the question and then responding within that limited period of time.

Guessing
Since there is no penalty for guessing, students should be encouraged to answer all questions even if they are not sure of the answer. Ask students to guess the correct answer and explain why they think an answer is right without actually *knowing* the answer. "Educated guessing" increases comprehension skills and builds confidence (Spruck Wrigley, 1989).

Ask students to find the "wrong answers" and explain which of the answers can be eliminated even if one does not *know* the correct answer.

Have students look for key words in a question and encourage them to brainstorm and freely associate to discover possible answers.

Eliminating Answers
Students should learn how to work by the process of eliminating obviously wrong answers to increase their chances of answering correctly. On dates, they may be able to guess by the comparative year or by the month and day as in July 4, 1776.

Using A Computerized Answer Sheet
Many students have never taken a test using a computerized answer sheet. They need practice in transferring their answer to the appropriate line on the answer sheet to avoid losing time during the test or marking the incorrect answer. Also, familiarity with the answer sheet decreases anxiety.

Listening
This is also important for the dictation in which students need to write a sentence within a limited period of time

12. *Special Concerns*

- Bringing in the Outside World: Resource Persons

Outside resource persons can be very helpful in a citizenship class both to increase the students' knowledge base and to give them additional practice in listening to and speaking with both native and non-native speakers of English. Resource persons work in partnership with the instructor as part of the overall implementation of the course curriculum: "Lessons should be structured to take advantage of the resource person's experience and expertise and foster interaction between students and the guest" (Brady, Pereira, & Hess, 1993, p. iv).

Ways to use a resource person:

- Expand on content of topic under study.
- Discuss topic related to course curriculum.
- Help prepare students for role-plays and then participate as part of the simulation.
- Moderate a class discussion.
- Discuss their work if related to course curriculum such as law-related field, elected official, history teacher, and so on.

Student Preparation
The instructor might have the speaker suggest possible topics related to the course curriculum on which he or she might speak or how he or she would like to participate. Students can do research on those topics and make specific suggestions on what they would like to learn or how they would otherwise like the resource person to participate. If appropriate, students can also prepare discussion questions in advance. The instructor might also

want to prepare students with some technical vocabulary related to the topic to be covered.

The instructor might want to have students put their questions into a box from which the speaker can select, to allow for the participation of students who might feel shy about answering a question publicly.

Speaker Preparation

In order to effectively use the outside resource person, the instructor might want to give the outside resource person some pointers:

- Review the overall course curriculum and the role of the resource person in its implementation.
- If part of a specific lesson, the instructor can discuss the objectives of the lesson, the teaching strategy to be used, and how the resource person might participate.
- Describe the class: number of students, education level, ethnicity, English language ability, life experience, and purpose for studying.
- Outline time allotted for the entire class and specifically for the role of the outside resource person.
- Review a few pointers on presenting to or working with limited-English speakers. These might include simplifying language, speaking slowly, rephrasing points made, paying attention to the expression on students' faces regarding comprehension, using charts and visuals, and encouraging active student participation.
- Discuss with the resource person the possible preparation of a handout of specific information for students to listen for, general idea questions, a chart to fill in, and so on as students listen to the presentation.
- Send the guest a copy of the lesson plan or other materials ahead of time as needed.

In scheduling the resource person, the instructor will probably have to be flexible to accommodate busy schedules. The instructor might want to place a reminder call a few days before the resource person is expected and be prepared for possible cancellation or postponement.

Where To Find Resource Persons

- League of Women Voters
- Immigrant Coalition/Advocacy Organization Representative
- Public information offices of law enforcement agencies, courts, local bar associations, American Immigration Lawyer's Association (AILA), organizations of minority group lawyers, and law schools
- Representative from the INS
- Elected politician and/or representative

- Chamber of Commerce representative
- High school and/or community college teachers
- SCORE (retired business executives)
- Public advocacy group (Chicago has the Citizens Information Service)
- Community groups

After the Visit
After the visit, the instructor might ask the students what they learned; what they liked about the resource person's visit; any suggestions they have for improving future experiences; and if the person presented a particular point of view, what they agreed with or disagreed with.

The instructor might also have the students write a thank-you letter to the guest.

- **Addressing Legal Issues in the Classroom**
  Citizenship instructors are often called upon to answer legal questions posed by citizenship applicants. Instructors should present only generic information about the citizenship process. They should not attempt to assess a particular case. (See page ix for guidelines on referrals.)

  One legal service that instructors can provide is to write a letter requesting an extension of an interview date or a change in naturalization date. This should be written as soon as possible after the applicant receives a letter from the INS. A sample letter can be found on the next page. Note that attached to the letter should be a copy of the letter that was received from the INS. The applicant should also make an entire copy of the packet for him- or herself. Ideally, he or she should bring in the letter personally and get the copy time-stamped by the INS as proof of receipt should the letter be lost or misplaced. The second best option is to send it via certified mail. Again, the applicant should keep the receipt as proof should it be needed at a later time.

March 13, 1993
INS
1234 Main Street
Chicago, IL 12345

RE: Jose Luna
File Number A 12-123-123

Dear Sir/Madam:

I am writing to you regarding my naturalization interview scheduled for April 14, 1993. I would like to postpone my interview until after I take the ETS New Citizens Test and receive my test results. I plan to take the test on April 14 and it takes six weeks to receive the test results. Thus, I would like to reschedule my interview for sometime after June 1, 1993.

Thank you for you consideration. I look forward to a prompt reply.

Cordially,

Jose Luna
789 W. Second Street
Chicago, IL 60600

Attachment (Copy of the interview letter)

INS LEARNING OBJECTIVES

U.S. History

- Identify major reasons why Europeans settled North America.
- Identify early forms of government in the English colonies.
- Identify causes of the French and Indian War.
- Identify the major principles of the Declaration of Independence.
- Describe the main strengths and weaknesses of the Articles of Confederation.
- Describe the organization of the U.S. government as established by the Constitution.
- Describe the main ways in which the Constitution corrected the weaknesses of the Articles of Confederation.
- Identify the Bill of Rights and its importance.
- Discuss the development of the U.S. government from the colonial forms of government to the Constitution.
- Identify prominent individuals who contributed to U.S. history and culture.
- Identify the first major political parties in the U.S., characteristics, and leaders.
- Identify the author of the "Star-Spangled Banner," the circumstances under which it was written, and its importance.
- Identify the concept of Manifest Destiny and its effect on the U.S.
- Identify causes of the Civil War, northern and southern viewpoints, Confederate and Union states, and leaders.
- Discuss the importance of the Emancipation Proclamation.
- Discuss the meaning of "government of the people, by the people, for the people."
- Identify outcomes of World War I.
- Identify the purpose and ideals of the League of Nations and United Nations.
- Name causes of the Depression in the 1930s, how it was ended, and the measures taken to prevent a recurrence.
- Identify outcomes of World War II on the U.S., France, England, Germany, and Japan.
- Define the Cold War.
- Identify the main issues leading to the Civil Rights Movement and its important leaders.
- Identify the importance of Watergate in terms of the U.S. system of government.

U.S. Government Structure

- Describe the organization of the U.S. government as established by the Constitution.
- Identify the Bill of Rights and its importance to all people living in the U.S.
- Identify the three main principles of the Constitution.
- Explain the concept of separation of powers and checks and balances.
- Explain the concept of "government by the people."
- Name the three branches of the government and the powers of each.
- Discuss the importance of the amendment process.
- Discuss the three levels of U.S. government.
- Explain the procedure for the general Presidential election.
- Identify local, state, and national leaders.
- Identify types of county and city government.

Citizenship Education and Naturalization Information

- Describe the relationship between the U.S. form of government and the authority, rights, and privileges of U.S. citizens.
- Discuss the importance of freedom and independence in U.S. history.
- Discuss the rights granted by the Constitution and the Bill of Rights.
- Discuss rights and privileges of U.S. citizens.
- Describe citizens' duties and responsibilities to their communities and country.
- Recognize national symbols and landmarks and their importance.
- Describe the steps to take to become naturalized.

CITIZENSHIP COURSE LEARNING OBJECTIVES

Citizenship

- Understand advantages and disadvantages of citizenship.
- Understand naturalization requirements.
- Understand benefits and privileges of citizenship.

INS Citizenship Interview

- Understand and repeat the truth oath.
- Answer questions from the application.
- Understand the oath of allegiance.

U.S. Geography

- Identify and locate the United States on a world map.
- Identify and locate your native country on a world map.
- Identify the countries which border the United States on a world map.
- Identify and locate your state on the map, its capital, and the states which border it.
- Identify the states in the different geographical regions in the United States.
- Identify and name the thirteen colonies.
- Identify and locate the oceans which surround the United States.
- Identify and locate Washington, DC, as the capital on a map of the United States.
- Identify Alaska and Hawaii and when and how they joined the United States.

Note: Geography questions are not asked in the INS exam. Geography, however, can serve another purpose and that is to establish a context for understanding historical and civics material.

Important Historical Personages in U.S. History

- Identify Christopher Columbus as an Italian sailing for the Spanish crown who was credited with the "discovery" of the Americas.
- Identify the Native Americans as the people who inhabited the Americas before the arrival of the European settlers.
- Identify the pilgrims, their search for freedom of religion in the colonies, and their founding the holiday of Thanksgiving.
- Identify George Washington as the first President of the United States.

- Identify Abraham Lincoln as the president who freed the slaves during the Civil War.
- Identify Thomas Jefferson as the principal author of the Declaration of Independence, a writer of the Constitution, and the third President.
- Identify Franklin Delanor Roosevelt as the president during the Depression and World War II and the only president who served for four terms.
- Identify Martin Luther King as an important Civil Rights leader.
- Identify the current president and vice-president of the United States.
- Identify Sandra Day O'Connor as the first woman justice on the United States Supreme Court.
- Identify the chief justice of the Supreme Court.
- Identify the current senators from your state.
- Identify the current mayor of your town or city government.
- Identify the current governor of your state.

National Holidays and Symbols

- Identify U.S. national holidays and how and when they are celebrated (New Year's Day, Martin Luther King's Birthday, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans' Day, Thanksgiving, and Christmas).
- Identify the first Tuesday in November after the first Monday in November as Election Day.
- Identify the two main political parties in the United States.
- Identify the "Star-Spangled Banner," written by Francis Scott Key, as the national anthem.
- Identify the Statue of Liberty and her symbolism.
- Recognize the "Pledge of Allegiance."
- Identify the flag of the United States, its colors and their significance, and the number and significance of the stars and stripes.

The European Settlement of the Americas and Native Americans' Claim to the New World

- Identify the Native Americans as the first settlers of the Americas both in the area which is now the United States and Canada and in Latin America.
- Identify Christopher Columbus as the Italian navigator sailing for the Spanish crown who discovered the Americas in 1492.
- Identify Jamestown, Virginia, as the first permanent English settlement in the United States in 1607.

- Identify the Pilgrims as settlers who fled England searching for religious freedom in 1620.
- Understand the growth of the English colonies through immigration from France, Holland, and Sweden.
- Identify the thirteen original colonies.

Revolution and the War of Independence from England

- Discuss the colonists' growing unrest and desire for freedom from England.
- Identify and discuss the King of England's taxation of the colonists.
- Identify the forced housing of militia and the lack of rights to bear arms.
- Identify the Boston Tea Party.
- Identify the significance of the first and second Continental Congresses held in Philadelphia as the forum by which the Declaration of Independence was conceived and created.
- Identify the Declaration of Independence, written in 1776 by Thomas Jefferson, as an important document calling for independence from England, and which states that "all men are created equal," and that all have the right to "life, liberty, and the pursuit of happiness."
- Identify the Revolutionary War as the War of Independence from England.
- Identify George Washington as a distinguished general in the Revolutionary War.
- Identify the Articles of Confederation as the first government in the United States.

The U.S. Constitution and the Plan of the U.S. Government

- Discuss the reasons for writing the Constitution.
- Identify the Constitution written in 1787 as a plan of government and the supreme law of the land.
- Identify James Madison as the principal author of the original Constitution.
- Identify the Preamble of the Constitution as an introduction listing the goals of the Constitution.
- State the United States form of government—a democratic republic—as outlined in the Constitution.
- State that the Constitution has seven original articles which develop a plan for government.
- Identify the three branches of the U.S. government as outlined in the first three articles of the Constitution.
- Discuss the Executive Branch and the powers and limits of the president.
- Identify the members of the Executive Branch—the president, vice-president, and the Cabinet.

- Identify the requirement and the term of office for the president.
- Discuss the role of the Judicial Branch—the Supreme Court and other courts.
- Identify the number and title of the judges on the Supreme court, their length of term, and their manner of selection.
- Identify the Chief Justice of the Supreme Court.
- Identify the first female member of the Supreme Court.
- Identify the requirements and the term of office for members of the Legislative Branch.
- Discuss the Legislative Branch and how a bill becomes a law.
- Identify how the Constitution can be changed through amendments as outlined in the original constitution.
- Identify the Bill of Rights as the first ten amendments in the Constitution.
- Discuss the importance of individual rights as guaranteed in the Bill of Rights.
- Identify and discuss some important rights as listed in the Bill of Rights (freedom of speech, religion, and press, the rights of the accused, the right to a trial by jury, and the right to hold peaceful meetings).
- Discuss the importance of some of the other sixteen amendments (the abolition of slavery, the right of Congress to pass income tax laws, women's right to vote, national prohibition, and its later repeal).
- Discuss the organization of your local government.

An Overview of the History of the United States, 1800-1993

- Identify how the United States expanded westward, subjugated the Native Americans, bought territory from France, explored rivers and mountains, prospected for gold, fought a war over land against Mexico, and finally took land from Mexico.
- Identify and discuss the Civil War in which the northern states fought against the southern states over slavery and economics.
- Identify Abraham Lincoln as the president during the Civil War (1861-1865) who issued the Emancipation Proclamation which freed the slaves and brought the South back to the union and then was assassinated.
- Identify the industrial age as a time in United States history when cities grew, people from the countryside migrated to cities in search of jobs in industry; the telephone and the light bulb were invented; labor unions were formed due to long hours, low pay, dangerous working conditions, and child labor; and many immigrants came to the United States searching for a better life.
- Identify World War I (1914-1918) as the first "modern" war with the use of submarines, airplanes, and tanks in which the United States joined in 1917 on the side of France, England, Italy, and Russia against Germany and the Austro-Hungarian empire and German militarism.

- Identify the Great Depression as a time between the two world wars when the economy of the United States failed. Many people lost jobs and homes, and many factories, farms, and other businesses closed down.
- Identify World War II (1939-1945) as a war fought over the German invasion of Poland and the rise of Nazism. The United States entered the war in 1941 after the bombing of Pearl Harbor in Hawaii by the Japanese. The United States fought on the side of the Allies—France, England, and the Soviet Union—against the Axis powers—Germany, Italy, and Japan.
- Identify the Cold War when relations between the United States and the Soviet Union cooled and both countries began developing strong defense systems in an ideological struggle over democratic and communist forms of government and for control of global resources. Tension came to a boiling point in the Korean War when North Korean troops backed by the Soviet Union, and South Korean troops backed by the United States engaged in armed conflict (1950-1953). Although the war ended when North Korean troops left South Korea, Korea remains divided and in conflict today.
- Discuss and identify the struggles which led to the Civil Rights Movement including problems of discrimination and segregation against African Americans. Identify Martin Luther King's contribution to civil rights and nonviolence. Discuss important events including the Montgomery bus boycott and Brown vs. the Board of Education.
- Identify the Vietnam War (1964-1973) as a war between communist North Vietnam and anti-communist South Vietnam in which the United States committed thousands of troops on the side of the South Vietnamese government. Identify that United States society was divided over their country's involvement and the morality of the war and that a mass protest movement arose against the war in the United States.
- Identify other issues in United States history and government in the recent past including United States space exploration, the Watergate break-in and President Nixon's subsequent resignation, events in the Carter and Reagan presidencies, Central American civil war struggles, immigration laws, the Persian Gulf War, the collapse of the Soviet Union, the North American Free Trade Agreement (NAFTA), and any other issues which the participants and/or facilitator deem relevant.

ENGLISH LANGUAGE COMPETENCIES

- Understand and respond appropriately to the truth oath.
- Recognize the difference between a question and a statement.
- Respond to "wh" questions
- Respond to tag questions.
- Respond to yes/no questions.
- Request clarification.
- Request that an item be repeated.
- Respond to requests and offers.
- Respond when unsure of the answer to a question.
- Ability to write a simple one sentence dictation.

Teaching Content to the Limited-English Proficient Student: Some Guidelines

The following are some basic tenets that may be helpful for people teaching limited-English speakers for the citizenship exam:

- Use simple vocabulary (limit use of idiomatic language).
- Define technical words.
- Build redundancy/repetition/paraphrasing of important terms and structures.
- Use short sentences with a simple structure.
- Do not speak longer than a minute without confirmation of understanding.
- To question for confirmation: Ask students to restate information; ask simple yes/no question; or have students demonstrate comprehension nonverbally by pointing to a word or picture, by manipulating flash cards, objects, or other tangibles.
- Beware of broad questions such as "Do you understand?". This is not often effective because students do not want to appear to be unintelligent.
- Use written, graphic, and physical demonstration, as well as oral presentation (for those who read).

Student Evaluation Methods

Evaluation in a citizenship class requires monitoring English oral, listening, and writing skills and history and government content knowledge. Students who have not yet submitted their citizenship application may want specific feedback on their test readiness, while those who already have submitted their application do not have the leisure to prepare at their own pace. (Applicants can request up to a 90-day extension of their interview date if needed.)

Some programs may select to use the same test, a standardized or customized instrument for a pre- and posttest; while others may use a customized test only for exit of course purposes.

Both English ability and history and civics content knowledge should be assessed. English oral skills can be assessed via a mock interview and written skills with sample dictations. History and government knowledge can be assessed orally using some version of the 100 Questions or in a written format (see Appendix E).

Both the standardized and the oral tests of history and government structure require knowledge of technical vocabulary with simple sentence structures. Thus, a test of vocabulary knowledge would also be helpful. Standardized test takers need to recognize complex vocabulary, while oral test takers need to produce it.

Because of the particular nature of the content and format of the INS educational requirements, a standardized ESL testing instrument in itself is often not adequate to measure all aspects of readiness. The importance of some level of customization was evident when the author observed individuals fail the exam because they failed to follow the instructions during the oath (i.e., "Raise your right hand, do you swear to tell the truth and nothing but the truth.").

Although the CASAS and ETS tests concisely ask only for a specific single piece of information in an item, and there is a high correspondence between the wording in each question and that in the multiple choice selections, specific citizenship vocabulary creates an additional level of complexity. It is important that students read and understand terms such as "electoral college," "representation," and "Revolutionary War."

(Two methods to develop customized tests of written skills are included in Appendix E.)

Course Textbooks and Reference Materials

There are two extensive bibliographies of citizenship materials currently available:

1. ***Bibliography of Citizenship Materials.*** NALEO National Citizenship Project, National Citizenship Clearinghouse, Washington, DC. Revised August 1989.

   Available from

   NALEO
   708 G Street, SE
   Washington, DC 20003
   (202) 546-2536

2. ***Legalization and Citizenship Materials: A Selected Bibliography.*** Carolyn Bohlman and Dennis Terdy, Illinois ESL Adult Education Service Center, Des Plaines, IL. August 1988.

   Available from

   Adult Learning Resource Center
   1855 Mt. Prospect Road
   Des Plaines, IL 60018

(Textbooks and teacher guides that do not appear in either bibliography are listed in Appendix E.)

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UNIT XI:
CITIZENSHIP AND EMPOWERMENT

INTRODUCTION

One of the major reasons advocacy organizations have become involved in citizenship is to promote immigrant empowerment. Most significantly, obtaining citizenship represents automatic increases in legal rights, which if fully exercised, can greatly impact the electoral system. In addition, citizenship can bolster self-confidence, strengthen a sense of belonging, encourage civic activism, assist in the development of an identity based in the culture of the immigrant and the host country. Empowerment strategies can be implemented from the moment an individual begins to consider naturalization all the way through to the awarding of the naturalization certificate and beyond, opening an increasing number of possibilities for new citizens. Empowerment conjoins all participants. Legal workers, educators, community organizers, volunteers, INS officials, and others can work together with applicants to make naturalization an empowering process.

In order for citizenship service providers to develop empowerment strategies for naturalization, what is meant by the very concept must be defined. Empowerment is an often-used term that covers a whole range of meanings. The author interviewed Latino community, education, and political leaders and reviewed literature in the area to develop a definition framework. The five overlapping trends that emerged are outlined in the first section of this unit. Once defined, empowerment strategies can be applied to the various steps of the naturalization process.

One of the big questions inspiring naturalization empowerment advocates is the future impact of the newly naturalized persons on the electoral arena. Many who view citizenship as a window of opportunity to significantly impact the political and social position of immigrants in the United States are in the process of developing strategies based on their differing philosophical points of view. Some organizations are specifically interested in citizenship as an opportunity to build up their constituencies in order to gain power in advocating for their issues. Elected officials with large numbers of potential new citizen voters in their districts are looking to maintain their position, while others are preparing to seek office as a result of these changing demographics. The naturalization of significant numbers of immigrants has not escaped the eyes of either the Democratic or the Republican parties, which are both vying for these potential new party members. Some ethnic organizations are hoping to create a specific ethnic agenda around which they can rely on a solid core of support from their particular community. Others are trying to ensure that the opportunism of the different interest groups attempting to recruit these new voters does not subvert the ability of these new citizens to define and pursue their own interests.

Ultimately it is up to these new citizens to decide what role they want to play. They must learn to identify their own best interests and which public policy positions will best represent those. It is they who ultimately must determine for themselves what will best promote the life they envision for themselves and their children.

LATIN AMERICAN IMMIGRANTS AND EMPOWERMENT

Because of the large numbers of Latin American noncitizens living in the United States and their comparatively low naturalization rate, Latino leaders more than leaders of any other ethnic group have taken on citizenship as a crucial issue for the empowerment of their community. Of the 22.4 million Latinos counted in the 1990 census (a 53% increase from 1980), a large number are noncitizens. In 1990 there were nearly 7,387,831 persons in the United States who were born in South America, Central America, Mexico, and the Caribbean. Of those 6,108,449 were noncitizens (1990 Census). Thirty-seven percent of adult Latinos (those over 18) were noncitizens in 1990. Also, Latinos nationally have the lowest rates of naturalization of any group. In a 1987 study, it was found that 35% of Latinos naturalized within five years of their eligibility while 75% of Europeans naturalized within five years (Pachon, 1990).

Particularly significant are the nearly three million persons granted permanent residency under the provisions of the Amnesty Law of whom 88% are of Latin American origin. Between 1993 and 1996 these people will become eligible to naturalize. It is the potential naturalization of this group of people that is motivating much of the advocacy work around naturalization. While it remains uncertain what percentage will choose to naturalize, organizations like NALEO (The National Association of Latino Elected [and Appointed] Officials) are increasing the odds by mounting aggressive campaigns to encourage citizenship among Latinos with those who legalized through the Amnesty Law as a targeted constituency. According to Executive Director Harry Pachon, "non-citizenship is disproportionately a Latino issue."

Citizenship represents the possibility of increasing dramatically the pool of Latino voters that can potentially have a significant impact on the outcome of elections in the geographical regions where Latinos have congregated. Latino voters are largely concentrated in nine states with a total of 202 electoral votes, nearly half of the nationwide total of 538 possible votes. Their large numbers can have statewide impact: Arizona (8), California (54), Colorado (8), Florida (25), Illinois (22), New Jersey (15), New Mexico (5), New York (33), and Texas (32). A significant percentage of noncitizens in each of these states are Latino.

In California "one out of four Californians are now Latino. In Southern California, nearly one-half (44%) of California's Latinos live in Los Angeles County, and these 3.3 million residents comprise 37% of the County's total population. However, in part because of the high incidence of noncitizenship in California's population, its dramatic growth has not yet translated into growth in political representation and participation. One out of two adult Latinos cannot vote because of noncitizenship, and in the 1992 presidential election, there were more Latino adult noncitizens than there were Latino registered voters. In 1992, while Latinos comprised about one-quarter of the state's population, only 3.5% of California's elected officials were Latino" (CHIRLA, 1993, p. 2). *Newsweek* Magazine called the 1993 election of "Anglo" Republican Richard Riordan as mayor of Los Angeles a transition "before the Latinos prevail." The greatest numbers of those Latinos who legalized through the Amnesty program reside in Los Angeles: "Nearly 500,000 will be eligible to apply for citizenship in 1994, 880,000 in 1995 and more than a million in 1996" (Cose, 1993, p. 29).

Citizenship can also mean more accurate demographic representation. Currently Latinos are disproportionately underrepresented on juries where names are selected from the pool of citizens. From a labor perspective, in 1992 Latinos held 5.1% of federal jobs although they accounted for over 9% of the general population (Shorris, 1992, p. 25).

Many Latino leaders are hoping that increasing the numbers of United States citizens will improve their ability to advocate for issues important to their community through the election of their own leaders and through pressure on non-Latino governmental officials.

While sheer numbers differentiate Latin Americans from other immigrant groups, many of the issues around citizenship and empowerment are relevant to people of all nationalities.

This unit ends with a description of the efforts of NALEO, an organization that has committed much time and resource to the empowerment of Latinos through naturalization.

DEFINING EMPOWERMENT

This section is based on interviews with Latino community leaders and a review of empowerment literature. Empowerment definitions are grouped around five themes: (1) Political Participation, (2) Self-Reliance, (3) Fulfilling of Potential/Dreams, (4) Critical Thinking and Social Change, and (5) Self-Determination. Our intent is to inspire readers to develop their own visions of empowerment which can be applied to the naturalization process.

A special thanks is owed to those who generously shared their thoughts on empowerment based largely on their work within the Latino immigrant and Chicano communities: Maria Ayala, Carlos Arango, Salvador Cerna, Rachel Cordero, Lorenzo Garcia, Guillermo Gomez, James Isaacs, and Danny Solis.

1. *Political Participation*

When one refers to naturalization and empowerment, the most common interpretation is that of the political participation guaranteed to citizens in the electoral system through the right to vote and to be called upon as jurors. The vote enables citizens to elect officials that represent their views. Through their representatives, citizens can advocate for the allocation of resources and the development of policies which they believe to be most beneficial. A more accurate demographic representation on juries increases the chances that the accused will receive the benefit of a variety of perspectives.

NALEO emphasizes the tremendous loss to United States society of having significant numbers of Latino residents unable to participate in this process:

> The foundations of our democratic government are built on individual and community-based representation. . . . Having a large segment of . . . the largest ethnic minority in this country ineligible to participate in the political system because of non-citizenship . . . affects the basic principles of American democratic government. (Pachon, 1990)

UNO, a Chicago-based Latino advocacy organization, outlines a similar perspective:

> The enabling of persons of Latino descent to vote through the fulfillment of citizenship requirements must be construed as a powerful political *tool*. With a leader elected by a significant portion of the Latino population to represent its interest, the community comes closer to the democratic ideal, to a *true* majority, which reflects actual demographic numbers rather than a *voting* majority, which reflects only the number of registered voters. (Cerda & Johnson, 1992, p. 21)

Some leaders emphasize the importance of increasing minority representation of elected officials through the naturalization and subsequent voter registration of large numbers of new citizens. While this can most significantly impact Latinos, other ethnic groups with high levels of noncitizenship can also potentially impact electoral politics if they vote as a bloc, for example, Asians in Los Angeles or Poles in Chicago.

The importance of minority groups electing and advocating for the appointment of representatives from their own communities is outlined by Guillermo Gomez (1993):

> We need our own people in real leadership positions at every level. [We need people] sensitive to our community, who will advocate for needed changes. [We need] direct participation by Latinos in the formulation of policy. [We need] leaders with sensitivity to our population. We need more aldermen, state legislators, statewide elected officials, [and even] a Latino mayor. Without these voices, decisions made will not take our needs into account. [Many politicians] are not fully committed to our interests. [They are] paternalistic. They think they have to take care of us [and are therefore] slow to respond to our needs. In the long run they do not have to put our needs first.

A word of caution about minority politics is voiced by Maria Ayala (1993):

> Voting can be a powerful tool if we are sophisticated in our use of it. We must really look at the candidates' records and analyze what they stand for [and whether they] have our interests at hand. We must not only vote for the right skin color. At present politicians can afford not to notice us even though our numbers are there. We must organize.

It cannot be assumed that new citizens will automatically participate in the electoral system or that they will make the connection between what happens in Washington, DC, or the state capital and other aspects of their lives: "People must understand how politics has a direct impact on their lives. Empowerment means knowing they have the ability to change the system" (Arango, 1993).

To do this, "we must start with the issues that people can relate to—like the schools. People are so used to accepting that they can't change what is. They first have to know it is possible" (Isaacs, 1993).

In addition to the vote per se, naturalization can motivate new citizens to mobilize their communities to develop and advance an agenda. Maria Ayala (1993) believes that "political participation is larger than voting. It is lobbying for our agendas, coalition building, pressuring elected officials, forming our own interest groups. [We need to] manage our chips through our representatives. Until now we haven't."

Not all leaders believe that the prime focus of empowerment should be on utilizing the electoral process. According to Lorenzo Garcia (1993), "We can get stuck in thinking there is only a Democratic or Republican solution. If we put all of our energy into putting people in office and voting, we can speak to issues, but fundamental change will not happen through this process."

2. *Self-Reliance*

Another aspect of empowerment is self-reliance or the ability to develop the skills and the infrastructure needed both for basic survival and for the flourishing of individuals and of communities.

United Neighborhood Organization (UNO) Executive Director Danny Solis (1993) emphasizes the importance of Latinos developing their own organizations that create the kinds of opportunities that have allowed other ethnic groups to prosper:

> Latinos have a lot of similarities to other ethnic groups. But we don't yet have the same support networks like there are for the Italians and the Poles. By the second and third generation we will be brought into the mainstream of the political economic system.

Carlos Arango (1993) emphasizes the importance of citizenship in this process:

> Citizenship helps immigrants stabilize their economic situation. They feel more confident buying houses and starting businesses. We need both economic and political power in order to be empowered.

To promote minority business ownership, UNO is planning a series of workshops on business ownership specifically targeted towards new citizens.

Education can also play a key role in building self-reliance: "People should have the knowledge and the skills to defend themselves at work, as consumers. When we gave workshops on these topics in our education program, it made a big difference for people" (Arango, 1993).

3. *Fulfilling Potential/Dreams*

A number of leaders interviewed linked empowerment to the fulfillment of potential or dreams both for individuals and community. According to Rachel Cordero (1993), empowerment is the ability of "the Latino community to rise to our full potential, to be able to do anything [in order to allow] our children and grandchildren to be leaders of this country. [We must] prepare them for this. We must take advantage of the opportunities this country offers. There is opportunity for everyone. This country is for everyone."

Maria Ayala (1993) suggests building empowerment based on the dreams immigrants bring with them:

> Immigrants bring with them incredible motivation and hope that leads them to struggle hard. Being here means escaping poverty. It may have been a life or death situation at home.

Furthermore, Lorenzo Garcia (1993) encourages people to

> hold up what life could be like. People [must] build a vision of what they really want independent of the myths we've been told. People basically have the same desires—enough food to eat, better lives for our children, a good place to live, enough to share with others. We

> don't want them to struggle like we have struggled. This is about living life with integrity day by day, minute by minute. It's about people truly caring about each other.

Garcia insists that we must reclaim the good American Dream elucidated in Martin Luther King's "I Have a Dream" speech. He also points to the model given us by the struggles of our founders: no taxation without representation, equality, freedom of speech, freedom of the press, and so on: "We need to think well about the whole group, not just the individual."

4. *Critical Thinking and Social Change*

Several leaders linked empowerment to critical thinking and social change. According to Maria Ayala (1993), "empowerment means giving people the basic tools to become critical thinkers":

> It's teaching people to analyze information and draw their own conclusions. It is *not* telling them what to believe. We must abandon the notion that we can think for other people. [Instead, we must] enable people to develop skills that will serve them in the long-term. We must have the emotional and intellectual freedom to acknowledge that people will not always be in agreement with us.

Ayala empowers immigrants through a participatory education model. In this model the instructor acknowledges that he or she is not the source of knowledge. The students participate in shaping the course curriculum:

> [The instructor] must step down from the soap box. Even though the students may be accustomed to either a dictatorial or a paternalistic style of leadership from their country, [we must not perpetuate it]. We must be willing to accept disorder and to deal with the students for who they are.

Ayala believes that people must develop the tools to participate in the betterment of their community based on their own terms: "Some students at my center developed a theater piece promoting a political stance which I don't agree with. What is crucial is that it was their decision."

Lorenzo Garcia (1993) believes that people are naturally oriented towards critical thinking and social change:

> Empowerment means reminding people what their natural abilities really are and helping them uncover the lies reinforced by society. Everyone is inherently very intelligent, powerful, and loving. We care about each other.

Salvador Cerna (1993) advises that in order to empower themselves, Latinos must address the misinformation about themselves they have internalized and also take pride in themselves:

> Many immigrants from Latin America have the perception that their stay here will be temporary. They plan to stay only long enough to

> earn sufficient money to buy some land and a house back home. [However] even after many years, they do not feel at home. They feel gratitude merely for having been given the right to work even when they are citizens. [To them] it's a privilege to be here. They still think someone did them a favor by allowing them to stay. This denies how much we have contributed to this country.

Lorenzo Garcia (1993) also emphasizes the importance of demystifying these lies that have been accepted as truth:

> We must hold out the possibilities that you *can* do something about what's important to you. There are no adversarial relationships. We can build consensus based on mutual human interest and need. There is no such thing as an insolvable conflict. We must learn skills [in order] to be of resource to each other and not just depend on one charismatic leader. There are a million heroes and heroines out there. Heroism is not limited to someone who looks like Arnold Schwarzenegger. Heroes are short people, fat people, poor people. They are not confined to any age. We can take initiative.

To empower people, Garcia suggests starting with those closest to us:

> [We can begin by] increasing our circle of friendships, getting to know our neighbors, mending fences with our family. [We must look] at the baggage we grew up with and how it has affected us. [We must] build bridges with people who are different from us [and] learn to speak up on each others' behalf, not just wait until something bad happens to us. We must learn about each others' histories and share our stories—do whatever it takes to make deep human connections.

5. *Self-Determination*

Cultural self-determination is a focus of empowerment strategies for a number of Latino leaders:

> It is the right of certain national groups to decide their own future, to exercise their rights. [It is our right] to define our own needs, to have an education system that reflects our own culture, to continue to be a nation within a nation. . . . It is part of our historical right to be in this country, the historical situation in which Mexico lost half its land to the United States. (Arango, 1993)

> We are two times colonized—first by the Spaniards and then the Anglo-Saxons. The dominant society reflects certain postures of how society functions [that are not necessarily right for us]. We must control what happens to us as a people, be able to fight for our own future, make our own mistakes, and work for our own interests. Someone else cannot do this for us. We must be in charge and determine our own future for there to be an equal balance of power. (Gomez, 1993)

In order for people to take power over their destiny, it is important that they learn about their history: "Latinos must learn about their long history in the United States. It made a big difference for me," says Guillermo Gomez (1993).

Some leaders advise exercising caution in the area of self-determination:

> [It] is a step in the direction of empowerment. It is a step in the long-term direction of mutual dependence. For people who have been gutted, beaten down, who have no personal power, it is important that they get the opportunity to say, "This is what I want. This is who I am. This is my history." We must claim our own language, and our culture as beautiful and wonderful. We are [however] one drop in the rainbow. Sometimes we get carried overboard. We must get through the nationalistic phase because ultimately we are interdependent. We live in an international context. Whatever you do will have an impact on your grandchildren's grandchildren. The Chicanos in the Southwest may feel we own this land. In fact, it belongs to everyone. I may want to kick the *gringos* out, but they are in my blood. We're all mixed. [We must] work towards a lifestyle that can communicate that mutual orientation. (Garcia, 1993)

EMPOWERMENT IN THE NATURALIZATION PROCESS

While the naturalization process does not necessarily need to include empowerment as a central goal or even a peripheral benefit, many organizations and individuals view it as the key feature. They have chosen specifically to become involved in naturalization in order to empower immigrant communities. This section reviews some of the ways that empowerment can be woven into the naturalization process.

Listed are a variety of possible empowerment strategies for each step. These ideas should be viewed as a starting point. Because so-called "citizenship drives" are a new phenomena, the storehouse of ideas is only now developing. New concepts will continually be cultivated from the fresh thinking evolved from actual situations encountered. It is crucial that experiences be shared along the way to truly benefit the majority.

The Decision

Give potential applicants access to complete and accurate information about the benefits and issues of concern around deciding to become a citizen. Support them in making a decision based on their own thinking. Also, be prepared to assist them in dealing with the psychological implications of their decision. The concept of adopting a new nationality can bring up for immigrants multiple concerns for which there are no straightforward answers. Thoughtful listening can be as valuable as anything else.

The Application

Group application processing can allow applicants to feel part of a community of people who have made a significant decision. The organizers of application processing workshops can build on the momentum of the event by structuring time for immigrants to obtain information that may impact them as citizens such as participating in electoral politics, filing petitions to change the legal status of family members, and obtaining community services. It can also provide a forum for immigrants to interact with each other. They can share their daily concerns and histories, develop networks for exam preparation, and begin to build a long-term support network.

Individuals who process applications can provide one-on-one support in this area. They can also maintain an optimistic vision that both the immigrant and the choice he or she has made is significant and important. The impact of individual human contact should never be underestimated.

Many organizations provide crucial assistance by following-up with the INS on citizenship applications. Applications can be lost or misplaced by the INS, notices may not arrive, and so on. For many immigrants it is a daunting task to attempt to move on their own through the maze of the INS. Even if an individual has the language skills and the confidence, an organization carries more weight than an individual. Individuals should be encouraged to follow-up with the organization that processed their application if anticipated timelines are exceeded.

Many organizations that offer application processing can make applicants aware of services and programs of interest offered by the particular organization or by others. They can remind applicants that they deserve to have their needs met and that this may include seeking needed services.

Exam Preparation

In preparing for the exam, applicants have the opportunity to learn about each other's histories and the history of their adopted country. This knowledge can be especially important in validating the integral role of immigrants in building the greatness of the United States and their continued importance especially in certain industries. This empowerment through knowledge is especially important for those immigrants who come from lower socioeconomic backgrounds and may not have a sense of the true nature of their value.

Applicants can learn not only about the governmental structure but how it personally relates to their lives. The mandated government knowledge can be useful as a starting point for immigrants to envision how they would like to use the electoral system and grassroots activism for the betterment of their family and community. Instructors can assist their students in strategizing how to use governmental institutions and political action to help them realize the lives they envision for themselves. Educators can work in conjunction with immigrant advocates and elected and appointed officials to expose students to the many possibilities.

The class can also give applicants an opportunity to build confidence in their leadership skills and begin to build long-term support networks.

The Interview

The interview presents an opportunity for applicants to perform—and in most cases experience success—in an area in which they may not feel fully confident. Those who fail are reminded that learning comes from taking risks, erring, and standing up again. Providers in areas with community outreach sites can provide support and encouragement at the interview site, while others can do it prior to the date. Congratulations and/or consolation after the interview are also significant. Classroom instructors and legal service providers can request that applicants share with others their experience, validating its importance and providing crucial information.

Final Hearing/Swearing-In

The formal nature of the naturalization ceremony can validate for immigrants the concept that they truly belong here. Much of the ceremony goes by quickly and many of the players use formal courtroom language. Therefore, if new citizens have a sense of what to expect prior to the event they may derive more meaning from it. Sometimes local organizations sponsor events welcoming the new citizens following the ceremony. Individuals and/or organizations can participate in these events. Additionally some groups can organize separate naturalization events in conjunction with the INS within the context of their own empowerment philosophy.

POST-NATURALIZATION EMPOWERMENT

Legal

For many immigrants, the most important legal benefit of citizenship is the right to petition for family members. Organizations can provide concrete information on how to file petitions and follow-up on the status of these petitions. Additionally, they can provide support during what may be a longer wait than expected.

Political

This can include voter registration drives; voter education; community organizing; and participation in lobbying, protests, and petition drives. According to UNO, many Latino immigrants bring with them from their native countries skepticism and distrust of the political system: "Voting *itself* is relatively unimportant to the individual because of their general perception that political participation will do nothing to improve the individual's life directly. Therefore, this perception has to be addressed and changed" (Cerda & Johnson, 1992, p. 21).

Political empowerment can mean educating constituents on the role of government in providing services and protections in areas of importance to them. These may include issues such as affirmative action, bilingual education, entitlements, and immigration issues. It is important that providers respect that immigrants may hold a variety of perspectives on these issues.

Empowering new citizens may also mean helping them develop in them the tools to analyze the candidates and then to hold politicians accountable once elected.

Community

Empowerment of new citizens may mean organizing them into community groups or integrating them into existing community organizations that address issues of concern to them. People can jointly develop visions of how they would like their community to be. Organizations can sponsor "know your neighbor" events where people begin by getting to know one another.

In multicultural neighborhoods or in those communities bordering areas with different ethnic groups, citizenship drives can be an opportunity for individuals to get to know people from different backgrounds. People can begin by sharing their histories.

According to Danny Solis (1993), naturalization gives individuals a sense of belonging: "It enables them to deal with society more on an equal level." They feel more confident accessing services from both the public and the private sector: "Hey, I'm a taxpayer, and I'm a citizen."

Educational

Educational institutions can integrate citizenship education into their course curriculums. This can include both traditional information about United States institutions and exercises that encourage critical thinking and active participation. Students can discuss the pros and cons of naturalizing as well as their personal concerns.

Specific ideas about incorporating empowerment into citizenship preparation classes are included in Chapter X and in Appendix E.

Psychological

Organizations can build on the "psychological high" that some immigrants feel as a result of naturalizing. They can use this to build self-confidence and support networks. Other immigrants may feel disappointment and loss after relinquishing their native country citizenship. These groups can assist them to deal with their sense of loss by listening to them and letting them release their emotions through talking, tears, or laughter.

NALEO: A NATIONAL LEADER IN THE PROMOTION OF CITIZENSHIP EMPOWERMENT FOR LATINOS

NALEO, The National Organization of Latino Elected (and Appointed) Officials, has promoted citizenship among Latin American residents of the United States since 1984 through applied research, advocacy and service provision. NALEO has assumed national leadership for nearly a decade by bringing citizenship to the attention of policymakers. For that reason, some of the organization's applied research findings and services designed to respond to that data are outlined here.

Citizenship and Empowerment

NALEO Executive Director Harry Pachon (1990) in his paper, "Citizenship as a Strategy for Latino Political Empowerment," states that

> U.S. citizenship . . . has been traditionally overlooked as a significant factor in the Hispanic community's empowerment. . . . Foremost among these reasons is that many categorize the legal status of Latinos in the U.S. into two simple groups: Latino immigrants, who they perceive are all illegal aliens; and all other Latinos—the native born. The reality of the legal status of Latinos in this country is considerably more complex. . . . [T]he staggeringly high number of Latino legal immigrants has been consistently overlooked by the media, political analysts, and even the scholarly community. . . . The large numbers of legal Latino noncitizens permanently residing in this country

> have consequences for American society at large and the greater Hispanic community. (pp. 5-6)

NALEO has conducted research on the impact of naturalization on the Latino electorate. They regularly analyze the impact of the growing Latino vote on elections and track demographically the numbers of Latino citizens and noncitizens in states with large Latino populations. Numerous documents have been produced by NALEO on the potential impact of the Latino vote in elections in the nine key states where most Latinos are congregated.

Related NALEO Publications:

NALEO Background Paper #7, "The Latino Vote in 1988"

NALEO Background Paper #13, "U.S. Citizenship as a Strategy for Latino Political Empowerment" by Harry S. Pachon, NALEO Education Fund, March 29, 1990

NALEO Background Paper #19, "The Latino Vote in 1992"

NALEO Background Paper, "The Latino Vote during the Decade 1980-1990"

Citizenship Hotline

Since 1985, NALEO has operated a national toll-free hotline. NALEO's trained bilingual operators provide information and referral on citizenship issues to callers. NALEO averages approximately 50,000 calls per year from immigrants representing over seventy different countries.

1-(800) 34 NALEO
(California)

1-(800) 44 NALEO
(National)

The National Latino Immigrant Survey (NLIS)

In 1989, NALEO published "The National Latino Immigrant Survey," a survey of Latinos in the 47 counties nationwide that accounted for 80% of all foreign-born Latino adults living in the United States at the time of the 1980 census. Out of 74,430 calls made, 1,636 respondents were interviewed.

The results showed that "the desire of Latino immigrants to become American citizens is much higher than anyone would have predicted at the onset of this project. . . . Data from the survey clearly indicates that Latino immigrants do wish to become U.S. citizens, [in fact] one out of two initiate the naturalization process by acquiring naturalization forms. Nine out of ten believe that becoming a U.S. citizen is important" ("Organizing a U.S. Citizenship Workshop . . .," 1989, p. 6).

The survey revealed that the most frequently cited reason for not applying for citizenship was that immigrants perceived no real benefits to doing so. Additionally, the most frequently cited reason for not becoming a citizen was fear that the INS test would be too hard.

The results also challenged the widely held assumption that Latino immigrants see themselves as being here temporarily while planning to return to their homeland upon accumulation of savings or upon retirement. In contrast, the survey showed that most Latino immigrants intend to make the United States their permanent home and that they consider it their native country.

Taller Model

In order to more comprehensively reach the six million Latinos estimated to be eligible to naturalize in 1992 and the nearly three million additional Latinos who adjusted their status through the Amnesty program and who will be eligible to naturalize beginning in 1993, NALEO developed the *taller* or workshop model of citizenship in 1988. It allows for naturalizing large numbers of immigrants through mass mobilization campaigns. The traditional casework model in which trained professionals or paraprofessionals handle naturalization on a case by case basis allows for a high degree of quality control, but is only capable of serving limited numbers of people. In contrast, the *taller model* allows for the processing of several hundred naturalization applicants in one day.

In the *taller model*, potential applicants are recruited through the mass media. Workshops are held at prominent community sites on weekends. Applicants can fulfill all application requirements including fingerprints and photos in one day. Trained volunteers under the supervision of NALEO staff give each applicant individual attention at different stations. At the workshop, all applications are reviewed for accuracy and completeness before the applicants leave. Following the workshop, NALEO professional staff review the applications an additional time before submitting them to INS. They also provide follow-up services with the INS.

The specifics of the *taller model* of naturalization application processing can be found in NALEO's publication, "Organizing a U.S. Citizenship Workshop in Your Community, A Step by Step Approach" (1989):

> Efforts, most notably those of NALEO, to promote naturalization are showing the dramatic results that can be possible in a relatively short period of time. Since NALEO began citizenship promotion in 1984, the Mexican immigrants naturalization rate has gone up annually, from 14,000 to 28,000.

Other NALEO Publications on Citizenship:

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CHAPTER XII: CONCLUSION

"Would you please tell me which way I ought to walk from here?"
"That depends on where you want to go to," said the cat.

-Lewis Carroll from *Alice in Wonderland*

The road to wisdom?
Well, it's plain and easy to express.
Err, and err, and err again.
But less and less and less.

-Piet Hein

If we were to draw up a map of how to proceed from here, we would find naturalization at the intersection of the law, education, social services, and community empowerment. Any of these avenues can be a starting point to lead us to our similar destinations. Each route allows different possibilities, but no guarantees.

This guide provides a menu of options to get people started. Do not feel constrained from experimenting with the recipe and finding alternate solutions. If a particular strategy doesn't work, try something else. In new territory there are no set rules. Each individual situation is unique. Especially when we find ourselves short of resources, we must be creative within given limitations.

Nonetheless, whatever route we choose, it is crucial for us to listen to our applicants. The naturalization process is ultimately for their benefit. They are the best experts in many situations. Likewise, it is also crucial for us to remember that citizenship is ultimately a legal process subject to the regulations of immigration statute. If you are not a lawyer or an accredited representative, please do *not* attempt to give legal consultation. While the vast majority of cases are straightforward, in a worse case scenario, an applicant with a seemingly innocuous criminal record could, for instance, have deportation proceedings initiated against him or her as a result of an investigation initiated from information on the citizenship application. Do not hesitate to encourage applicants with potentially problematic issues to seek legal consultation.

Although scarce resources may limit how we are able to provide services, this should not narrow our vision of what is possible. With flexibility and creativity we can continue to make a significant difference in the lives of those for whom we advocate.

Mighty things from small beginnings grow.

-John Dryden

APPENDIX A: DEMOGRAPHICS OF CITIZENSHIP

Table 3. States Ranked by Total Foreign Born, Nativity, Area of Birth, and Citizenship: 1990

Rank	United States Region State	All persons	Native born			Foreign born		
			Born in U.S.	Born in outlying area	Born abroad of American parents	Total	Naturalized citizen	Not a citizen
	United States	248,709,873	225,695,826	1,382,446	1,864,285	19,767,316	7,996,998	11,770,318
	REGION							
	Northeast	50,809,229	44,348,773	884,415	345,017	5,231,024	2,490,865	2,740,159
	Midwest	59,668,632	57,133,558	124,330	279,451	2,131,293	1,059,808	1,071,485
	South	85,445,930	79,937,998	256,427	669,212	4,582,293	1,815,182	2,767,111
	West	52,786,082	44,275,497	117,274	570,605	7,822,706	2,631,143	5,191,563
	STATE							
1	California	29,760,021	22,905,935	80,625	314,636	6,458,825	2,017,610	4,441,215
2	New York	17,990,455	14,516,266	465,217	157,111	2,851,861	1,287,020	1,564,841
3	Florida	12,937,926	11,001,501	152,880	120,944	1,662,601	713,505	949,096
4	Texas	16,986,510	15,250,571	31,286	180,217	1,524,436	515,190	1,009,246
5	New Jersey	7,730,188	6,523,507	155,613	84,458	966,610	470,936	495,674
6	Illinois	11,430,602	10,352,075	70,158	56,097	952,272	423,665	528,607
7	Massachusetts	6,016,425	5,311,218	85,898	45,576	573,733	262,079	311,654
8	Pennsylvania	11,881,643	11,389,926	71,876	50,525	369,316	218,209	151,107
9	Michigan	9,295,297	8,885,011	8,819	46,074	355,393	198,087	157,306
10	Washington	4,866,692	4,472,459	8,464	63,625	322,144	149,256	172,888
11	Maryland	4,781,468	4,411,550	11,279	45,145	313,494	127,005	186,489
12	Virginia	6,187,358	5,788,425	14,624	72,500	311,809	125,653	186,156
13	Connecticut	3,287,116	2,907,221	75,619	24,893	279,383	145,148	134,235
14	Arizona	3,665,228	3,340,794	4,754	41,475	278,205	108,878	169,327
15	Ohio	10,847,115	10,525,035	21,117	41,290	259,673	155,244	104,429
16	Georgia	6,478,216	6,243,359	11,829	49,902	173,126	67,390	105,736
17	Hawaii	1,108,229	914,024	8,994	22,507	162,704	89,983	72,721
18	Colorado	3,294,394	3,109,387	4,022	38,551	142,434	67,277	75,157
19	Oregon	2,842,321	2,677,335	2,345	23,334	139,307	59,202	80,105
20	Wisconsin	4,891,769	4,742,801	8,772	18,649	121,547	63,611	57,936
21	North Carolina	6,628,637	6,466,341	7,398	39,821	115,077	49,616	65,461
22	Minnesota	4,375,099	4,233,440	1,705	26,915	113,039	50,764	62,275
23	Nevada	1,201,833	1,081,916	2,487	12,602	104,828	43,373	61,455
24	Rhode Island	1,003,464	894,057	7,227	7,092	95,088	42,670	52,418
25	Indiana	5,544,159	5,421,133	6,805	21,958	94,263	49,841	44,422
26	Louisiana	4,219,973	4,108,581	4,258	19,727	87,407	38,082	49,325
27	Missouri	5,117,073	5,006,542	2,797	24,101	83,633	45,653	37,980
28	New Mexico	1,515,069	1,417,300	1,542	15,713	80,514	31,915	48,599
29	Oklahoma	3,145,585	3,054,091	2,835	23,170	65,489	28,882	36,607
30	Kansas	2,477,574	2,396,241	1,964	16,529	62,840	27,236	35,604
31	Tennessee	4,877,185	4,793,425	3,085	21,561	59,114	26,591	32,523
32	District of Columbia	606,900	541,467	1,638	4,908	58,887	17,228	41,659
33	Utah	1,722,850	1,648,436	1,613	14,201	58,600	25,841	32,759
34	South Carolina	3,486,703	3,408,890	4,103	23,746	49,964	25,411	24,553
35	Alabama	4,040,587	3,972,410	2,611	22,033	43,533	21,391	22,142
36	Iowa	2,776,755	2,721,848	755	10,836	43,316	19,992	23,324
37	New Hampshire	1,109,252	1,056,963	1,813	9,283	41,193	22,876	18,317
38	Maine	1,227,928	1,179,185	778	11,669	36,296	21,281	15,015
39	Kentucky	3,685,296	3,632,180	2,000	16,997	34,119	15,890	18,229
40	Idaho	1,006,749	969,545	845	7,454	28,905	11,856	17,049
41	Nebraska	1,578,385	1,540,110	886	9,191	28,198	15,312	12,886
42	Arkansas	2,350,725	2,314,548	1,041	10,269	24,867	12,121	12,746
43	Alaska	550,043	516,229	1,288	7,712	24,814	13,365	11,449
44	Delaware	666,168	635,190	4,295	4,408	22,275	12,437	9,838
45	Mississippi	2,573,216	2,542,565	1,100	9,168	20,383	9,514	10,869
46	Vermont	562,758	540,459	374	4,381	17,544	10,648	6,896
47	West Virginia	1,793,477	1,772,466	395	4,904	15,712	9,276	6,436
48	Montana	799,065	779,169	314	5,803	13,779	8,621	5,158
49	North Dakota	638,800	624,771	277	4,364	9,388	5,654	3,734
50	South Dakota	696,004	684,551	264	3,458	7,731	4,719	3,012
51	Wyoming	453,588	442,668	271	3,002	7,647	3,966	3,681

Source: U.S. Department of Commerce, Bureau of the Census, Ethnic and Hispanic Branch, 1990 Census Special Tabulations.

Table 5. Counties With 50,000 or More Foreign Born Persons Ranked by Total Foreign Born, Nativity, Area of Birth, and Citizenship: 1990

Rank	Counties with 50,000 or more foreign born persons	All persons	Native born: Born in U.S.	Native born: Born in outlying area	Native born: Born abroad of American parents	Foreign born: Total	Foreign born: Naturalized citizen	Foreign born: Not a citizen
	COUNTY							
1	Los Angeles County, CA	8,863,164	5,864,444	25,055	78,599	2,895,066	792,698	2,102,368
2	Dade County, FL	1,937,094	987,844	44,408	30,273	874,569	315,777	558,792
3	Cook County, IL	5,105,067	4,300,153	61,266	26,331	717,317	307,955	409,362
4	Queens County, NY	1,951,598	1,186,791	40,471	17,183	707,153	298,991	408,162
5	Kings County, NY	2,300,664	1,480,732	124,011	23,352	672,569	278,923	393,646
6	Orange County, CA	2,410,556	1,808,247	4,876	22,325	575,108	174,444	400,664
7	San Diego County, CA	2,498,016	2,022,843	10,613	35,750	428,810	154,960	273,850
8	Harris County, TX	2,818,199	2,382,372	7,091	24,762	403,974	121,601	282,373
9	New York County, NY	1,487,536	1,012,193	76,430	15,047	383,866	152,960	230,906
10	Santa Clara County, CA	1,497,577	1,127,821	4,791	17,764	347,201	121,409	225,792
11	Bronx County, NY	1,203,789	757,187	161,939	9,870	274,793	109,177	165,616
12	San Francisco County, CA	723,959	465,336	2,738	9,851	246,034	103,774	142,260
13	Alameda County, CA	1,279,182	1,029,942	4,871	13,994	230,375	89,198	141,177
14	Broward County, FL	1,255,488	1,032,727	13,960	10,527	198,274	89,949	108,325
15	Dallas County, TX	1,852,810	1,638,816	2,625	15,041	196,328	57,433	138,895
16	San Bernardino County, CA	1,418,380	1,210,994	4,212	16,278	186,896	59,585	127,311
17	Riverside County, CA	1,170,413	981,521	3,016	12,122	173,754	53,304	120,450
18	Hudson County, NJ	553,099	351,665	27,691	4,309	169,434	68,714	100,720
19	Nassau County, NY	1,287,348	1,102,425	6,383	9,229	169,311	94,324	74,987
20	San Mateo County, CA	649,623	475,763	1,983	7,110	164,767	69,896	94,871
21	Westchester County, NY	874,866	696,495	11,811	7,963	158,597	74,123	84,474
22	Middlesex County, MA	1,398,468	1,217,986	9,867	12,858	157,757	72,519	85,238
23	Maricopa County, AZ	2,122,101	1,943,503	2,848	20,869	154,881	61,608	93,273
24	Bergen County, NJ	825,380	665,877	4,729	5,913	148,861	76,393	72,468
25	El Paso County, TX	591,610	430,894	2,582	16,518	141,616	47,153	94,463
26	Montgomery County, MD	757,027	602,840	2,878	10,143	141,166	48,289	92,877
27	King County, WA	1,507,319	1,345,570	2,247	18,891	140,611	64,986	75,625
28	Honolulu County, HI	836,231	677,698	8,447	19,124	130,962	72,189	58,773
29	Fairfax County, VA	818,584	670,010	3,005	18,063	127,506	47,111	80,395
30	Suffolk County, MA	663,906	512,413	18,635	5,651	127,207	43,986	83,221
31	Essex County, NJ	778,206	625,327	26,253	5,290	121,336	50,067	71,269
32	Fresno County, CA	667,490	541,690	823	5,868	119,109	28,504	90,605
33	Ventura County, CA	669,016	545,237	1,479	8,296	114,004	36,184	77,820
34	Contra Costa County, CA	803,732	686,817	1,082	8,383	107,080	47,777	59,283
35	Palm Beach County, FL	863,518	743,985	7,386	6,844	105,303	51,203	54,100
36	Philadelphia County, PA	1,585,577	1,441,581	32,546	6,636	104,814	54,884	49,930
37	Suffolk County, NY	1,321,864	1,193,768	15,511	8,374	104,211	58,861	45,350
38	Sacramento County, CA	1,041,219	921,116	2,484	13,741	103,878	41,168	62,710
39	Wayne County, MI	2,111,687	1,997,439	3,118	8,794	102,336	56,344	45,992
40	Fairfield County, CT	827,645	699,842	19,223	7,619	100,961	46,320	54,641
41	Bexar County, TX	1,185,394	1,059,994	4,847	21,099	99,454	44,061	55,393
42	Middlesex County, NJ	671,780	558,646	13,738	4,292	95,104	46,078	49,026
43	Hidalgo County, TX	383,545	279,690	252	8,889	94,714	29,902	64,812
44	Union County, NJ	493,819	390,953	8,992	3,169	90,705	42,134	48,571
45	Passaic County, NJ	453,060	340,016	21,884	3,083	88,077	37,804	50,273
46	Hartford County, CT	851,783	728,991	31,544	5,901	85,347	46,426	38,921
47	Cuyahoga County, OH	1,412,140	1,317,377	10,021	5,197	79,545	52,205	27,340
48	Tarrant County, TX	1,170,103	1,077,180	2,150	11,397	79,380	28,194	51,186
49	San Joaquin County, CA	480,628	396,627	922	4,548	78,531	22,569	55,962
50	Monterey County, CA	355,660	269,174	1,970	7,850	76,666	23,384	53,282
51	Oakland County, MI	1,083,592	999,424	1,469	6,542	76,157	43,672	32,485
52	Providence County, RI	596,270	511,059	6,548	4,197	74,466	30,981	43,485
53	DuPage County, IL	781,666	704,861	1,112	4,358	71,335	37,151	34,184
54	Clark County, NV	741,459	659,998	1,841	9,287	70,333	28,696	41,637
55	Prince George's County, MD	729,268	648,941	2,757	7,761	69,809	24,057	45,752
56	Kern County, CA	543,477	470,759	1,479	5,098	66,141	20,383	45,758
57	Hillsborough County, FL	834,054	746,155	14,742	9,804	63,353	28,274	35,079
58	Santa Barbara County, CA	369,608	300,902	799	5,320	62,587	18,641	43,946
59	Bristol County, MA	506,325	437,878	3,783	3,039	61,625	27,308	34,317
60	Pinellas County, FL	851,659	780,770	2,946	7,531	60,412	36,273	24,139

Source: U.S. Department of Commerce, Bureau of the Census, Ethnic and Hispanic Branch, 1990 Census Special Tabulations.

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Table 14. 50 Largest Places of Birth of Foreign Born Non-Citizens for the United States: 1990

Rank	Place of birth	Foreign born	Not a citizen	Percent not a citizen
	All places	19,767,316	11,770,318	59.5
	REGION			
	Europe	4,016,678	1,416,355	35.3
	Soviet Union	333,725	137,049	41.1
	Asia	4,979,043	2,948,831	59.2
	North America	8,124,251	5,742,671	70.7
	South America	1,037,497	717,487	69.2
	Africa	363,819	239,886	65.9
	Oceania	104,145	68,686	66.0
	Not specified	808,158	499,153	61.8
	COUNTRY			
	(Rank order not a citizen)			
1	Mexico	4,298,014	3,328,310	77.4
2	Philippines	912,674	420,460	46.1
3	El Salvador	465,433	393,896	84.6
4	Cuba	736,971	361,019	49.0
5	Canada	744,830	341,876	45.9
6	Korea	568,397	337,487	59.4
7	United Kingdom	640,145	322,342	50.4
8	Vietnam	543,262	311,463	57.3
9	China	529,837	296,436	55.9
10	India	450,406	293,196	65.1
11	Dominican Republic	347,858	251,896	72.4
12	Japan	290,128	208,335	71.8
13	Jamaica	334,140	205,861	61.6
14	Colombia	286,124	203,284	71.0
15	Germany	711,929	199,911	28.1
16	Guatemala	225,739	187,579	83.1
17	Haiti	225,393	163,698	72.6
18	Iran	210,941	153,563	72.8
19	Taiwan	244,102	149,640	61.3
20	Poland	388,328	146,034	37.6
21	Nicaragua	168,659	143,106	84.9
22	Laos	171,577	142,375	83.0
23	Italy	580,592	140,449	24.2
24	Portugal	210,122	117,909	56.0
25	Ecuador	143,311	105,643	73.7
26	Peru	144,199	105,614	73.2
27	Cambodia	118,833	94,897	79.9
28	Honduras	108,923	80,497	73.9
29	Thailand	106,919	79,798	74.6
30	Trinidad/Tobago	115,710	78,623	67.9
31	Guyana	120,698	72,567	60.1
32	Hong Kong	147,131	66,968	45.5
33	Brazil	82,489	62,863	76.2
34	Pakistan	91,889	60,326	65.7
35	France	119,233	56,464	47.4
36	Ireland	169,827	54,698	32.2
37	Argentina	92,563	52,091	56.3
38	Greece	177,398	51,092	28.8
39	Nigeria	55,350	45,314	81.9
40	Yugoslavia	141,516	44,541	31.5
41	Spain	76,415	44,107	57.7
42	Israel	86,048	42,798	49.7
43	Lebanon	86,369	42,587	49.3
44	Panama	85,737	41,754	48.7
45	Chile	55,681	37,513	67.4
46	Netherlands	96,198	37,315	38.8
47	Romania	91,106	36,072	39.6
48	Venezuela	42,119	32,446	77.0
49	Indonesia	48,357	30,875	63.8
50	Costa Rica	43,530	29,314	67.3

Source: U.S. Department of Commerce, Bureau of the Census, Ethnic and Hispanic Branch, 1990 Census Special Tabulations.

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Table 15. States Ranked by Foreign Born Persons for Places of Birth With 100,000 or More Persons: 1990

Rank	1. Mexico		2. Philippines		3. Canada	
	United States Region State	Total	United States Region State	Total	United States Region State	Total
	United States	4,296,014	United States	912,674	United States	744,830
	REGION		REGION		REGION	
	Northeast	69,739	Northeast	109,400	Northeast	205,406
	Midwest	352,695	Midwest	81,995	Midwest	121,652
	South	1,032,426	South	109,376	South	152,068
	West	2,843,154	West	611,903	West	265,704
	STATE		STATE		STATE	
1	California	2,474,148	California	481,837	California	150,387
2	Texas	907,432	Hawaii	73,841	Florida	77,559
3	Illinois	281,651	New York	50,245	New York	56,795
4	Arizona	150,068	Illinois	49,119	Michigan	54,630
5	Florida	55,316	New Jersey	39,108	Massachusetts	52,438
6	New Mexico	50,046	Washington	27,106	Washington	44,262
7	Washington	46,876	Texas	25,620	Connecticut	22,291
8	New York	43,505	Virginia	22,885	Texas	22,036
9	Colorado	34,261	Florida	22,353	Maine	18,729
10	Nevada	32,501	Maryland	13,258	Oregon	16,962
11	Oregon	28,913	Michigan	9,837	Arizona	16,451
12	Georgia	20,309	Nevada	8,495	Illinois	16,065
13	Kansas	14,919	Pennsylvania	8,488	New Jersey	14,674
14	Oklahoma	13,686	Ohio	7,171	Ohio	14,615
15	Michigan	13,656	Alaska	5,119	New Hampshire	13,823
16	New Jersey	12,791	Arizona	4,928	Pennsylvania	12,952
17	Idaho	12,343	Massachusetts	4,808	Minnesota	10,339
18	Wisconsin	10,966	Georgia	4,160	Virginia	9,329
19	Indiana	10,294	Oregon	3,860	Colorado	8,789
20	Utah	8,922	Missouri	3,702	Vermont	7,572
21	North Carolina	8,757	Connecticut	3,700	Georgia	7,251
22	Virginia	7,633	South Carolina	3,429	Maryland	7,036
23	Pennsylvania	5,445	Colorado	3,226	North Carolina	6,630
24	Missouri	4,763	North Carolina	3,213	Nevada	6,583
25	Maryland	4,642	Minnesota	2,776	Rhode Island	6,132
26	Nebraska	4,421	Indiana	2,683	Wisconsin	5,724
27	Ohio	4,325	Louisiana	2,339	Indiana	5,715
28	Iowa	3,764	Wisconsin	2,329	Utah	5,459
29	Massachusetts	3,561	Tennessee	2,209	Missouri	4,418
30	Minnesota	3,487	Oklahoma	1,860	Tennessee	4,087
31	Louisiana	3,224	District of Columbia	1,848	Hawaii	3,947
32	Connecticut	2,680	Kansas	1,629	Montana	3,929
33	Arkansas	2,507	Rhode Island	1,407	Idaho	3,349
34	South Carolina	2,147	Kentucky	1,271	South Carolina	3,218
35	Wyoming	1,985	Alabama	1,179	North Dakota	2,679
36	Tennessee	1,972	Mississippi	1,144	Kansas	2,628
37	Alaska	1,457	New Mexico	1,142	Iowa	2,625
38	Hawaii	1,123	Utah	1,106	Oklahoma	2,576
39	Alabama	1,082	Iowa	1,097	Alaska	2,536
40	District of Columbia	1,034	Arkansas	1,037	Alabama	2,477
41	Kentucky	893	West Virginia	945	Louisiana	2,242
42	Delaware	883	Nebraska	860	New Mexico	2,225
43	Rhode Island	859	Delaware	826	Kentucky	2,043
44	Mississippi	702	Maine	724	Arkansas	1,407
45	Montana	511	New Hampshire	686	Nebraska	1,322
46	New Hampshire	495	Idaho	600	Mississippi	1,131
47	Maine	291	North Dakota	440	District of Columbia	1,130
48	South Dakota	258	Montana	414	Delaware	998
49	West Virginia	207	South Dakota	352	West Virginia	916
50	North Dakota	191	Vermont	254	South Dakota	892
51	Vermont	112	Wyoming	229	Wyoming	823

Source: U.S. Department of Commerce, Bureau of the Census, Ethnic and Hispanic Branch, 1990 Census Special Tabulations

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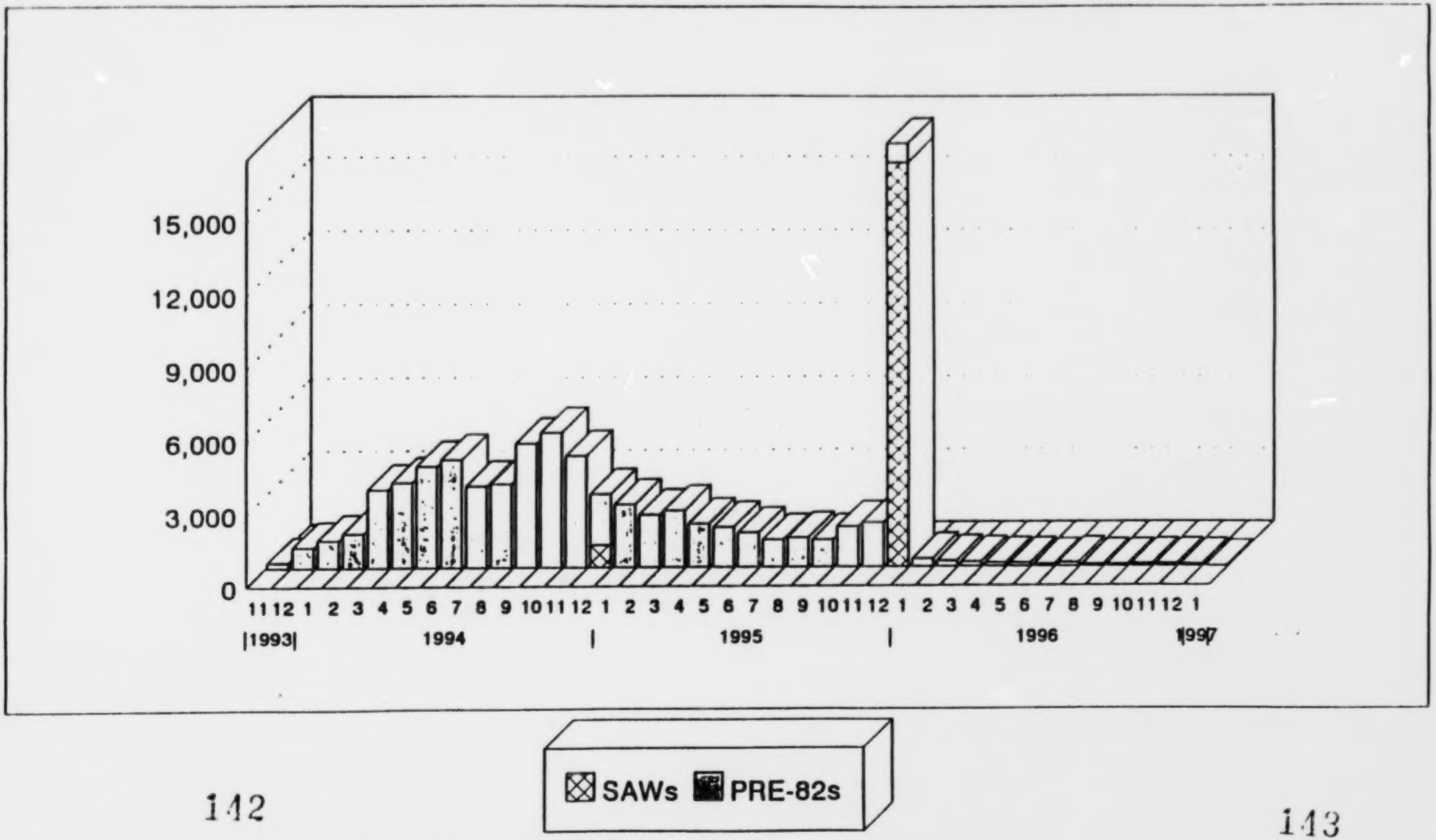
EARLIEST MONTH AT WHICH LATINO IRCA PERMANENT RESIDENTS IN CHICAGO ARE ELIGIBLE TO BECOME CITIZENS

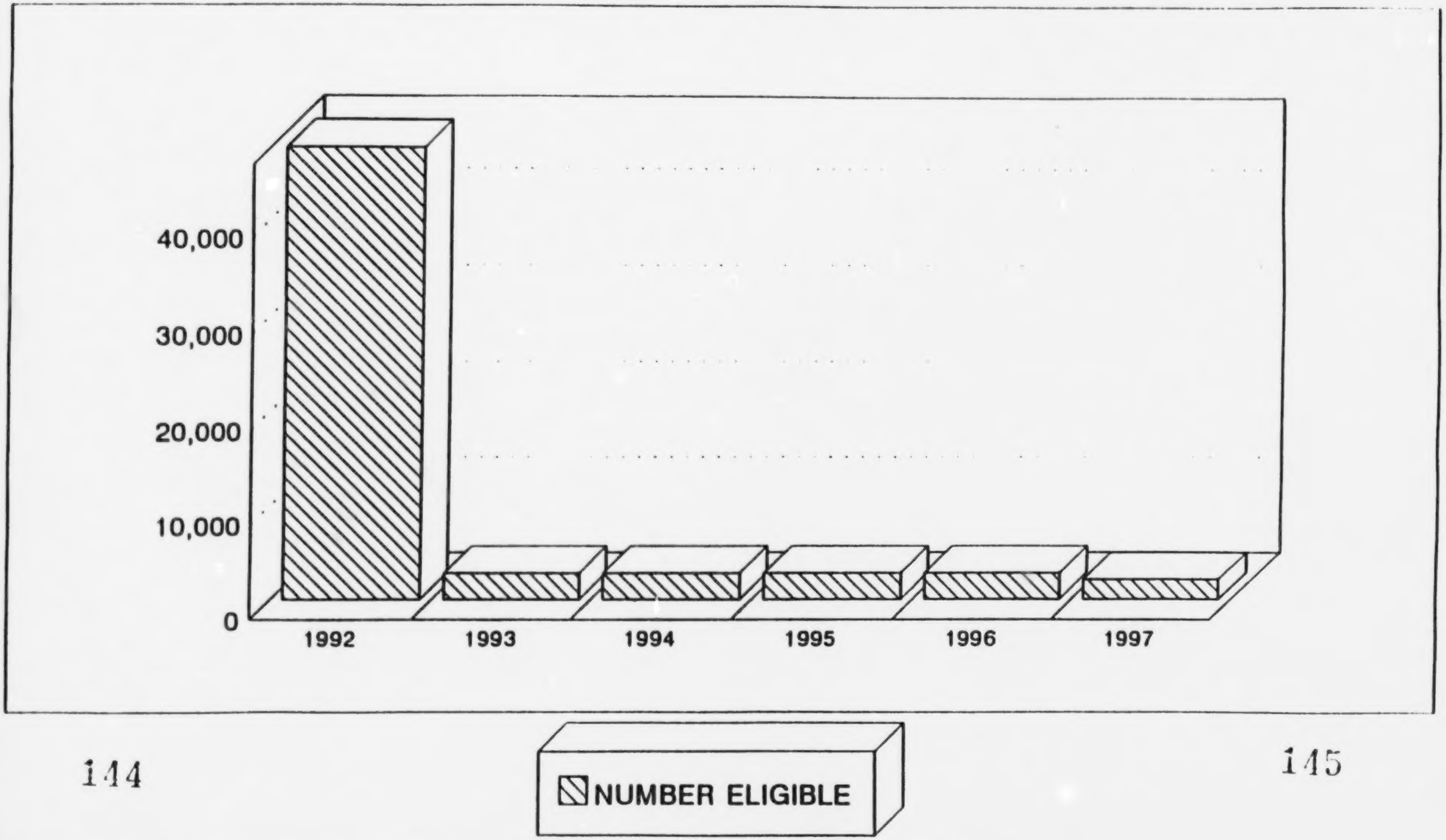


SOURCE: Figures are estimated from LAPS data for Illinois.

From Citizenship Potential, Barriers and Attitudes Among Latinos in Chicago: A Citywide Survey
The United Neighborhood Organization, October 1992

FIGURE 9

NUMBER OF LATINO NON-IRCA PERMANENT RESIDENTS ELIGIBLE TO BECOME CITIZENS IN CHICAGO, BY YEAR



SOURCE: UNO Survey. Estimate only for immigrants which are already permanent residents in 1992.

rom Citizenship Potential, Barriers and Attitudes Among Latinos in Chicago: A Citywide Survey
he United Neighborhood Organization, October 1992

FIGURE 10

APPENDIX B: PROMOTIONAL LITERATURE

WHY BECOME A U.S. CITIZEN?

Becoming a United States citizen is an important, personal decision. As a citizen, you can identify the United States as your new home and feel proud. You can proceed to bring family members to live in the U.S. You may wish to vote so you can elect officials who represent your opinions. Becoming a citizen may give you more confidence to express your ideas and become active in your community. Whatever your reasons for considering citizenship, ultimately the decision to apply for citizenship is yours. Here are some things to consider:

ADVANTAGES OF BECOMING A CITIZEN

- If you are a U.S. citizen, you can file to legally bring immediate family members to live in the United States. Citizens can petition for parents, unmarried or married children, and sisters and brothers. A permanent resident can *only* petition for unmarried daughters and sons, a wife, or husband.

- The process of reuniting your family goes much faster if you are a U.S. citizen. For permanent residents, the waiting time to bring family members to the U.S. is much longer—sometimes ten years or more.

- U.S. citizenship is the only absolute protection you have against being deported. Permanent residents *can be deported* or forced to leave the country and in some cases never allowed to return. A permanent resident can live for many years in the U.S. and still be deported if convicted of certain crimes or if absent from the U.S. for a long time. *Only U.S. citizens cannot be deported.*

- Becoming a U.S. citizen can help your children. Unmarried permanent resident children under age 18 automatically become citizens when both parents or a single parent with child custody becomes a citizen. This is important if one of your children is ever convicted of a crime involving drugs or weapons.

- You have the right to vote in elections. Each vote counts; election results do influence U.S. policies. In fact, the democratic process depends on free elections; it is your responsibility as a citizen to vote.

- You can run for public office.

- As a citizen, you can receive full Social Security benefits while living in most foreign countries. In contrast, permanent residents lose 15% of their benefits when they live in many other countries.

- You can live outside of the U.S. without losing your citizenship. As a permanent resident, you do not have the same right. If you live outside the U.S. for a long period of time, you can lose your permanent resident status.

- Many federal government jobs require you to be a U.S. citizen.

- Traveling in some foreign countries may be easier for you when you are a U.S. citizen.

DISADVANTAGES OF BECOMING A CITIZEN

- To become a U.S. citizen, you must take an oath of allegiance and renounce loyalty to your native country. This may be a sensitive issue for you that could cause feelings of sadness and loss.

- If you become a U.S. citizen, property ownership in your native country may be a problem. Property includes owning an apartment, a house, a building, or land. In some countries, when people become U.S. citizens, they lose the right to continue to own property. In other countries, owning property is permitted. Each country has its own laws on property. If you own property, have inherited property or if you plan to buy/sell property in your native country in the future, you need to check with your consulate or embassy regarding those laws.

- You may need a work permit to work in your native country if you are a U.S. citizen. You need to check with your consulate or embassy.

- You must pass basic English and U.S. government/history tests, which require study and preparation.

- You may lose your right to vote in your native country.

- You may lose your citizenship from your native country. A few countries allow you to keep your original citizenship, giving you citizenship in two countries, otherwise known as *dual citizenship*.

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PORQUE HACERSE CIUDADANO ESTADOUNIDENSE

Solicitar la ciudadanía estadounidense es una decisión importante y personal. Como ciudadano puede considerar a los Estados Unidos como su nuevo hogar y estar orgulloso de ello. Puede inmigrar a sus familiares inmediatos a los Estados Unidos. Si usted lo desea podrá votar y elegir a funcionarios públicos que representen sus puntos de vista. También tendrá más confianza para expresar sus ideas y activarse en la comunidad. Cualquiera que sea la razón, la decisión final está en sus manos.

A continuación algunos puntos para considerar:

Ventajas de la ciudadanía estadounidense

Un ciudadano estadounidense puede inmigrar legalmente a los miembros de su familia inmediata. Estos incluyen esposos, padres, hijos solteros o casados y hermanos. Un residente permanente solamente puede inmigrar a los hijos solteros y a su conyuge.

El proceso de unificar a la familia es más rapido para los ciudadanos que para los residentes que están sujetos a una espera que puede durar hasta 10 años.

La ciudadanía estadounidense ofrece una proteccion absoluta contra la deportación. Los residentes permanentes pueden ser deportados si son declarado culpable de ciertos crimenes o si han abandonado la residencia por un largo tiempo. Solo los ciudadanos estadounidenses no pueden ser deportado.

Con la ciudadanía estadounidense usted puede ayudar a sus hijos solteros residentes permanentes menores de 18 años automaticamente se convierten en ciudadanos estadounidenses, si ambos padres o el titular custodia legal se naturaliza. Esto es importanse si alguna vez uno de sus hijos sea declarado culpable de un crimen relacionado con drogas o armas de fuego.

Usted tiene el derecho al voto en las elecciones. Cada voto cuenta y los resultados de las elecciones influye la politica estadounidense. De hecho, el proceso democrático depende de elecciones libres; como ciudadano es su responsabilidad votar.

Usted puede postularse para un puesto público

Como ciudadano, usted puede recibir beneficios plenos del seguro social, mientras vive en la mayoría de paises. En contraste con los residentes permanetes que pierden un 15% de sus beneficio cuando viven fuera de los Estados Unidos en muchos casos.

Como residente permanente usted no tiene los mismos derechos que un ciudadano. Si vive fuera de los Estados Unidos por un largo período de tiempo es posible perder la residencia pemanente.

Muchos empleos del gobierno federal solo pueden ser desempenados por ciudadanos estadounidenses.

El viajar en lo extranjero puede ser más facil cuando usted es ciudadano estadounidense.

Deventajas de hacerse ciudadano estadounidense:

Al hacerse ciudadano estadounidense usted deberá jurar alianza y renunciar lealtad a su pais de origen. Eso puede ser un problema que le puede ocasionar sentimentos de tristeza y perdida.

Si usted se hace ciudadano estadounidense, propiedades como apartamentos, casas, edificios o terrenos en su pais de origen pueden representar un problema. En algunos paises, cuando las personas se hacen ciudadanos estadounidenses, pierden el derecho de seguir siendo dueños de estas propiedades mientras en otros paises, ser dueños de propiedades es permitido; cada país tiene sus propias leyes acerca de propiedades. Si usted es dueño o ha heredado propiedades o si está planeando comprar o vender propiedad en su país de origen en el futuro, necesita averiguar con su consulado o embajada acerca del las diferentes leyes.

Usted podrá necesitar exámenes básicos de inglés, historia y gobierno de los Estados Unidos, los cuales requieren estudio y preparación.

Usted podría perder el derecho de votar en su país de origen.

Usted podría perder la ciudadanía de su país de origen. Pocos paises permiten conservar su ciudadanía original lo cual es conocido como ciudadanía doble.

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Este folleto de datos fue preparada por la oficina de Ayuda para Viajeros e Inmigantes de Chicago (Travelers & Immigrants Aid of Chicago) con fondos de la Junta de Educación de Estado de Illinois. Asistencia adicional fue proveído por la Coalición de Chicago para la Protección de Inmigrantes y Refugiados con el apoyo de la Fundación de Civica y Arte de la Liga Unión.

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HOW DO I BECOME A U.S. CITIZEN?

Getting information is an important first step. Learn about the advantages and disadvantages of becoming a U.S. citizen.

WHERE CAN I GET A CITIZENSHIP APPLICATION?

The citizenship application (Form N-400) is available at the Immigration and Naturalization Service (INS) office at 10 W. Jackson in Chicago as well as at many community agencies.

WHEN CAN I APPLY?

You can apply for U.S. citizenship *after you have lived in the U.S. for five years as a permanent resident or after three years if you are married to a U.S. citizen.* Count five or three years from the date you became a permanent resident. In fact, you can apply for citizenship three months *before* you reach that date. Look on the back of your green card to find the date.

WHO CAN BECOME A CITIZEN?

You can become a U.S. citizen if you meet these requirements:

- You are a permanent resident.
- You have been a legal permanent resident for five years or three years if you are married to a U.S. citizen.
- You have lived in the U.S. for at least 2 $^1/_2$ years (50%) of the five-year period or 1 $^1/_2$ years (50%) if you are married to a U.S. citizen.
- You have lived for more than three months in Illinois, Wisconsin, or Indiana.
- You are 18 years old or older.
- You have good moral character.

WHAT DOES "GOOD MORAL CHARACTER" MEAN?

Good moral character means the following:

- You did not lie to the INS when you got your permanent residence.
- You intend to be a good citizen, pay taxes, and have registered (or intend to register) for the military if you are a male between your 18th and 26th birthdays.
- You are married to only one spouse.
- You have not committed certain crimes. If you have been arrested or convicted of a crime or have a pending criminal case, talk to a lawyer or a community agency *before* filling out your citizenship application.

- You are not involved in illegal activity such as drug use and trafficking, prostitution, or gambling.
- You are not a current member of the Communist party or Nazi party.

If any of the above apply to you, get legal counsel before filling out your application.

DO I HAVE TO KNOW HOW TO SPEAK AND WRITE ENGLISH?

Yes, your spoken and written English will be tested. You will also need to pass a basic test on U.S. history and government. But you will *not* be tested at the time you apply. You should be ready to take the English and civics tests *three months after you submit your citizenship application.*

You can take the test in your native language only

- if you are at least 50 years of age and have been a permanent resident for 20 years.
- if you are at least 55 years of age and have been a permanent resident for 15 years.

DO I NEED A LAWYER TO FILL OUT THE APPLICATION?

No! You do not need a lawyer to fill out this form unless your case is complicated. Complicated cases may, for example, involve arrests and/or convictions for crimes, questions about moral character, or questions about travel abroad. Many community organizations, churches, and legal assistance organizations offer help filling out routine citizenship applications for little or no cost. If you feel you need a lawyer because your "good moral character" may be in question or because the INS may question how you became a permanent resident, call the Chicago Coalition for Immigrant and Refugee Protection at (312) 435-0222 for a reference list of lawyers who have worked successfully on difficult immigration cases.

SHOULD I GO TO A NOTARY PUBLIC FOR HELP?

In the U.S., Notary Publics ONLY have the right to sign documents as witnesses saying you are the person signing a document. They *do not* have any other legal authority or expertise.

SHOULD I MAIL IN THE APPLICATION OR DELIVER IT TO INS IN PERSON?

Either way is fine. If you mail the application, obtain a certified mail form at the post office and mail it using that form to the INS office. Sending it by certified mail means that the post office will notify you that your letter has arrived at the INS office. Make sure to keep the receipt of your postage payment. *You must also remember to make a copy of your application and payment.* Also, if you deliver your application package in person, *make sure they give you a yellow receipt.* Keep this as proof you delivered the package. The INS office is at 10 W. Jackson in Chicago, IL 60604.

HOW SOON WILL I GET AN INTERVIEW AT INS?

The date of your interview should be mailed to you within two to eight months after you turn in your application.

WHAT HAPPENS AT THE INTERVIEW?

The INS interview usually takes only fifteen minutes. You will need your green card. An INS examiner will ask you questions about your citizenship application to make sure it is accurate. For example, the examiner might ask you whether you have left the United States since you became a permanent resident and for how long. If any information has changed since you submitted your application, be prepared to provide documentation. *It is very important that you tell the truth.* In some cases, the examiner may ask you to return with additional documentation. You will be sent a notice with a new interview date.

If you haven't already passed a *standardized* citizenship test or the Amnesty 312 Test, the examiner will ask you questions in English about U.S. history and government and give you a short *dictation*, or a spoken sentence which you must write down. If you do not pass the test, you will be sent a notice with a new date to retake the test. You can take the test two times and in some cases three.

Finally, you will be asked to sign and date an "Oath of Renunciation and Allegiance." By signing this oath, you state that you no longer feel a sense of duty to your native country and that you promise to defend the U.S. if necessary. You will be given a date, time and location for the swearing-in ceremony.

WHAT HAPPENS AT THE SWEARING-IN CEREMONY?

Before the ceremony begins, you must submit Form N-445, which updates the information you gave on your citizenship application. A judge conducts the ceremony. You will be asked to take an "Oath of Allegiance." After the "Oath," you will receive a certificate of naturalization. You turn in your green card when you get your certificate. If you want, you may take pictures at the ceremony with your friends and family.

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¿COMO ME PUEDO HACER CIUDADANO ESTADOUNIDENSE?

El primer paso es obtener la información. Conozca las ventajas y desventajas de hacerse ciudadano estadounidense.

¿Dónde puedo obtener la solicitud para la ciudadania?

La solicitud de ciudadanía (forma N-400) está disponible en la oficina del Servicio de Inmigración y Naturalización (INS), localizada en el 10 W. Jackson en Chicago o en su organización comunitaria más cercana.

¿Cuándo puedo solicitar?

Usted puede solicitar la ciudadania estadounidense cuando ha cumplido cinco años como residente permanente en los Estados Unidos o tres años si inmigró a través del matrimonio con un ciudadano estadounidense. Para saber cual es la fecha en que lo aprobaron como residente permanente, búsquela en el reverso de su "tarjeta verde." Usted puede iniciar sus trámites para obtener la ciudadanía estadounidense tres meses antes de cumplir la fecha requerida.

¿Quién se puede hacer ciudadano?

Para hacerse ciudadano estadounidense debe cumplir con los siguintes requisitos:

- Ser residente permanente por cinco años o tres si inmigró por medio de esposo o esposa ciudadano estadounidense
- Haber vivido en Estados Unidos por lo menos dos años y medio (50%) del periodo de cinco años o año y medio (50%) si usted le aplica el requisito de solamente tres años
- Haber radicado más de tres meses en los estados de Illinios, Wisconsin, o Indiana al momento de solicitar
- Tener 18 años de edad o más
- Tener buen caracter moral

¿Qué quiere decir tener un "buen caracter moral"?

- No haber mentido al INS para obtener la residencia permanente
- Tener la intención de ser buen ciudadano, pagar impuestos e inscribirse en el servicio militar si su edad está entre los 18 y 26 años
- Estar casado con un solo esposo(a)
- No haber sido convicto por ciertos delitos. Si usted ha sido arrestado o convicto por haber cometido un delito o si tiene un juicio penal pendiente, hable con un abogado o una agencia comunitaria antes de llenar la solicitud para obtener la ciudadanía de los Estados Unidos.
- No haber estado involucrado en actividades ilegales como consumo y tráfico de drogas, prostitución, o juegos de azar
- No estar afiliado al Partido Comunista o al Partido Nazi

Si alguna de estas restricciones aplica a su caso, antes de solicitar la ciudadanía consulte con un abogado.

¿Tengo que saber hablar y escribir ingles?

Si, usted tendrá que presentar un examen en el que debe demonstrar que puede hablar y escribir ingles y tambien aprobar un examen básico de Historia y el Gobierno de Los Estados Unidos. Usted no recibirá el examen al momento de aplicar, pero debe estar preparado para tomar el examen cuando lo llamen de las oficinas de inmigración a una entrevista para decidir su solicitud.

El periodo de espera entre el día que llenó la solicitud para la ciudadania y el día de la entrevista varia entre tres a seis meses. Puede presentar el examen en su propio idioma solamente en los siguintes casos:

1. Si tiene 50 años de edad y tiene 20 años de residente permanente.

2. Si tiene 55 años de edad y tiene 15 años de residente permanente.

¿Necesito un abogado para llenar la solicitud?

No necesita un abogado para llenar la solicitud. Pero si debe consultarlo si su caso es complicado. Los casos complicados son aquellos en los el solicitante ha sido arrestado o convicto por delitos, existen dudas sobre su caracter moral o sobre su residencia continua en los Estados Unidos. Muchas organizaciones cumunitarias, iglesias y oficinas de asistencia legal ofrecen ayuda para llenar la solicitud para la ciudadania en casos regulares gratis o por un mínimo costo. Si usted necesita asistencia de un abogado porque piensa que existen dudas sobre su caracter moral o si cree que el Servicio de Inmigración y Naturalización tenga preguntas en la manera que usted se hizo residente permanente, llame a la Coalición de Chicago para la Protección de Inmigrantes y refugiados al (312) 435-0222 para que lo refieran a un abogado competente en el area de inmigración.

¿Debo ir con un notario publico para que me ayude?

En los Estados Unidos un Notario Público SOLAMENTE tiene el derecho de firmar documentos como testigo de que usted es la persona que está firmando un documento determinado. Ellos no tienen nunguna otra autoridad legal.

¿Debo enviar la solicitud de ciudadania por correo o llevarla en persona a las oficinas de Inmigración?

De cualquier forma está bien. Si usted la envia por correo es preferible enviarla certificada. De esta manera el correo le notificará que su solicitud fue recibido por las oficinas de Inmigración. Guarde el recibo que le dan en el correo. Tambien no se olvide de hacer copia de su solicitud y comprobante de pago. Si usted lleva la solicitud en persona a las oficinas de Inmigración, asegurese de que le entreguen un recibo amarillo. Esta es la prueba de que recibieron su solicitud. La oficina del INS está en el 10 W. Jackson, Chicago, IL 60604.

¿Cuánto tiempo tengo que esperar para la entrevista con inmigración?

La fecha de su entrevista se la deben enviar por correo en un periodo de dos a ocho meses después de que envió su solicitud.

¿Qué pasa en la entrevista?

La entrevista con imnigración dura aproximadamente 15 minutos. Usted debe presentar su "tarjeta verde," un oficial del INS le hará preguntas sobre su solicitud para verificar que la información está correcta. Por ejemplo, el examinador le podrá preguntar si ha salido del país y por cuanto tiempo desde que obtuvo su residencia permanente. Si algunos aspectos de la información han cambiado desde que archivó su solicitud, vaya preparado con la documentación necesaria. Es muy importante que diga la verdad. En algunos casos el examinador le pedirá que regrese con documentación adicional. Le enviarán otro aviso con una nueva fecha para la entrevista.

Si todavia no ha aprobado el examen reglamentario de la ciudadanía o el de la "amnestia" 312, el examinador le hará preguntas en ingles sobre la historia y el gobierno de los Estados Unidos. Luego le dictará una oración corta en ingles que usted deberá escribir. En caso de no aprobar el examen le darán una nueva fecha para presentarlo. Tiene hasta tres oportunidades para aprobar el examen.

Finalmente tendrá que firmar la solicitud y hacer el juramento a la bandera, aceptando todas las responsabilidades de la ciudadania estadounidense. Al hacer el juramento, usted se compremete a defender los Estados Unidos, si fuera necesario. Recibirá información sobre el día, hora y lugar para la ceremonia para el juramento.

¿Qué pasa en la ceremonia para el juramento?

Antes que la ceremonia se inicie, usted deberá presentar la forma N-445, con la que se actualiza la información dada en la solicitud para la ciudadania. Un juez presidirá la ceremonia quien le pedirá que haga el juramento a la bandera. Despues del Juramento a la bandera usted recibirá su certificado de naturalización. Tendrá que entregar su "tarjeta verde." Si asi lo desea, puede tomarse fotografias con su familia y amigos.

* *

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NOW THAT YOU'VE BEEN APPROVED FOR CITIZENSHIP

PREPARING FOR YOUR SWEARING-IN CEREMONY:

1. Bring your green card and your completed N-445 Form.

2. Bring the "blue approval sheets" from any visa petitions you have previously filed for family members to upgrade them. As a citizen, your visa petitions will be approved quicker than as a permanent resident.

ON THE DAY OF THE SWEARING-IN CEREMONY:

Correct Naturalization Certificate Errors: Immediately after the swearing-in ceremony, review your naturalization certificate carefully to make sure there are no mistakes. If you find one, go immediately to the Immigration & Naturalization Service (INS) Chicago office, 10 W. Jackson, third floor, to have it corrected. *If you do not go on the day you become a citizen, you will have to pay to have the correction made.*

AFTER THE SWEARING-IN CEREMONY:

Upgrade Petitions for Family Members: Now that you're a citizen, you can upgrade petitions *you* already filed to bring family members to the U.S. As a U.S. citizen, your petitions will receive a higher priority when the INS reviews them. However, the INS will not automatically upgrade your petition(s) when you become a citizen if you do not tell them.

> **Why:** This will help your family come to the U.S. more quickly. INS *does not* notify the State Department that you are a citizen. You must do it yourself.
>
> **What to Bring:** Bring with you any "blue approval sheets" for petitions that you filed for family members as a permanent resident.
>
> **Where to Go:** Go to the INS Chicago office, 10 W. Jackson, 2nd floor, and show them your citizenship certificate and the "blue approval sheet" (I-797) that the INS sent you when they received each of your petition(s). They will give you a paper to fill out and mail to an address in Lincoln, Nebraska. *Do not send your original documents!*
>
> *If you are unable to go to the INS, the other option is to send a photocopy of your naturalization certificate to the U.S. consulate in your native country with a letter explaining that you want to upgrade your petition. *Be sure to include the consular case number.*

Passport: After being sworn in as a U.S. citizen, you can apply for a U.S. passport. After submitting your application, it usually takes 14 days to process. In an emergency, your passport can be processed in one to three days.

> **Why:** A passport is easier to carry with you when you travel, and if lost it is also easier to replace than a naturalization certificate.
>
> **What to Bring:** Bring with you a check or money order for $65 and two 2" by 2" passport photos or be prepared to have them taken the same day.
>
> **Where to Go:** Go to the Kluczynski Federal Building, U.S. Passport Office, 230 S. Dearborn, 3rd floor, Chicago. Be sure that you fill out and submit the brown passport application.

CARING FOR YOUR NATURALIZATION CERTIFICATE

1. Keep your certificate in a safe place such as a safety deposit box. Do not fold your certificate because it will become difficult to read. Only carry your certificate when you need it. You can use it to travel to Mexico and Canada, although a U.S. passport is more convenient.

2. *Do not copy your certificate!* You can only copy your certificate for three reasons: (1) To petition to bring a relative to the U.S.; (2) To apply for a job that requires proof of citizenship; and (3) To apply for your passport.

YOUR RIGHTS AS A U.S. CITIZEN

- **Travel:** You may travel at any time outside of the U.S. after you pass the INS interview or immediately after receiving your naturalization certificate.

- **Petition for Immediate Family Members:** You need to file Form I-130 to bring your husband, wife, children, parents, brothers, or sisters to live in the U.S. If your family members are already in the U.S. on a non-immigrant visa, you can apply with Form I-130, even if their visas have expired.

- **Citizenship for Unmarried Permanent Resident Children Under 18:** If both parents are citizens, unmarried children under 18 automatically become citizens. This is also true if you are a single parent with custody of your children. File INS Form N-600 to receive a citizenship certificate for your children.

  If only one parent is a citizen, you can submit INS Form N-402 to apply to naturalize your children before they turn 18. As children they do not have to meet the general naturalization requirements of residence, physical presence, or knowledge of English and history/government, but they do have to meet the good moral character requirements.

- **Voter Registration:** You can register to vote immediately after becoming a citizen. Go to your neighborhood ward officer, the public library, or to City Hall to register. You need to show two pieces of identification with proof of your home address. If you move to a new address, you must register again.

- **Participation in Politics:** Your vote is an important tool to improve your community and to work for change in government. Politicians pay more attention to U.S. citizens with voting power. You can vote in all local, state, and national elections. As a registered voter, you can also run for elected office.

- **Your New Identity:** New citizens have helped to shape the U.S. into a diverse, culturally rich country. Sharing your heritage with others in the U.S. is a way to adjust to your new life and contribute to your new country at the same time.

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This brochure was developed by Travelers & Immigrants Aid (TIA) with funding from the Illinois State Board of Education. Additional assistance was provided by the Chicago Coalition for Immigrant & Refugee Protection with support from the Union League Civic and Arts Foundation.

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AHORA QUE HAN APROBADO SU SOLICITUD DE CIUDADANIA

Preparación para la ceremonia de juramentación:

1. Traiga su "tarjeta verde" y la forma N-445 completa.

2. Traiga la "hoja azul de aprobación" de cualquier petición de visa que Ud. haya hecho para subir de categoria a un familiar. Como ciudadano su petición de visa será procesado más rapido.

En el día del juramento:

Corregir los errores del Certificado de Naturalización: Una vez que termine la ceremonia, revise cuidadosamente su certificado de naturalización asegurándose que no existe ningún error. Si encuentra un error, vaya inmediatamente a las oficinas de INS en el 10 W. Jackson, tercer piso y pida que corrijan el error. **Si no va el mismo día que se hace ciudadano, tendrá que pagar para corregirlo.**

Después del juramento:

1. **Subir de Preferencia Peticiones para Inmigrar Sus Familiares:** Avisar al Inmigración que usted se ha hecho ciudadano si tiene pendiente peticiones para inmigrar a sus familiares. Pedirles que cambien la preferencia de acuerdo a su estado de ciudadano. El INS no cambia la preferencia si no le avisa que su estado ha cambiado.

   Porque: Sus familiares podrán inmigrar más pronto. Las oficinas de Inmigración no le informa al Departamento de Estado que usted ya es ciudadano, usted le tiene que notificar.

   Que hay que traer: Traiga la hoja azul de aprobación de la petición de sus familiares que Ud. ya ha hecho como residente permanente.

   Adonde ir: Vaya al INS, 10 W. Jackson, segundo piso con el Certificado de Naturalización y la hoja azul de aprobación de la peticion (I-797) que le mandó el INS cuando recibió cada una de sus peticiones. Ellos le entragarán un forma para que le envie a Lincoln, Nebraska. **No envie documentos originales.**

   *En caso que no pueda ir al INS, envie una fotocopia de su Cerificado de Naturalización al consulado de los Estados Unidos de su país de nacimiento con una carta en que les pide subir de catégoria sus peticiones para inmigrar a sus familiaries. **Asegurarse que se incluye el número de caso.**

2. **Pasaporte:** Con su Certificado de Naturalización puede solicitar el pasaporte de los Estados Unidos. El procesamiento del pasaporte dura 14 días y en emergencia de uno a tres días.

   Porque: Es más facil cargar el pasaporte cuando viaja y es más facil de reemplazarlo en caso de perderlo.

   Que traer: Traiga un cheque de $65.00 y dos fotografías tamaño pasporte de dos por dos, o esté preparado para que ellos se las tomen el mismo día.

   A donde ir: Al Edificio Federal Klucynski, Oficina de Pasaportes, 230 S. Dearborn, tercer piso. Entrege la forma cafe.

Como cuidar su Cerificado de Naturalización

1. Guarde su certificado en un lugar seguro, como una caja de seguridad. No lo doble y solamente cargelo cuando es necesario. El certificado sirve para viajar a México y Canada aunque un pasaporte estadounidense es más conveniente.

2. **¡No fotocopie el certificado!** Solamente es valido fotocopiar el certificado: 1) Para tramitar visa de residencia permanente para su familia. 2) Para solicitar trabajos que requieren la ciudadanía 3) Para solicitar un pasaporte.

Sus derechos como ciudadano

Viajes: Usted puede viajar fuera del pais después de la entrevista con el INS o inmediatamente después de recibir su certificado de naturalización.

Peticion para Familiares Inmediatos de su Familia: Si usted quiere inmigrar a sus esposo/a, hijos, padres o hermanos tiene que llenar la forma I-130. Si sus familiares se encuentran en los Estados Unidos, llene Ud. la misma forma I-130, aun cuando sus visas han expirado.

Ciudadanía para sus Hijos Residentes Permanentes Menores de 18 Años: Si ambos padres son ciudadanos, los hijos solteros menores de 18 años automaticamente se convierten en ciudadanos. La misma regla aplica para los padres solteros con custodia de sus hijos. Para recibir el certificado de ciudadanía para sus hijos se debe llenar la forma N-600. En el caso en que solamente uno de los padrs es ciudadano, para solicitar la ciudadanía para sus hijos se debe llenar la forma N-402 antes de que cumplan 18 años. Como menores de edad, no tienen que cumplir los requirimientos del íngles, la historia, o del gobierno, pero tienen que cumplir los requirimientos del buen carácter moral.

Inscripción Para Votar: Una vez que ha obtendido su certificado de ciudadanía puede inscribirse para votar. Usted se puede inscribir en la biblioteca pública o en la oficina del consejal de su área o en el City Hall. Para inscribirse debe presentar dos formas de identificación con su domicilio. Si se cambia de domicilio debe inscribirse nuevamente.

Paticipación en la Política: Es importante votar para mejorar su comunidad y hacer cambios en el gobierno. Los políticos prestan más atención a los votantes. Usted puede votar en elecciones locales, estatales y nacionales. Como votante registrado puede ocupar puestos públicos.

Su nueva identidad: Nuevos ciudadanos han ayudado a convertir los Estados Unidos en un país diverso y culturalmente rico. Compartiendo su cultura con otras personas en los Estados Unidos es una forma de ajustarse a su nueva vida y al mismo tiempo contribuir a su nuevo país.

* * *

Este folleto de dateos fue preparada por la oficina de Ayuda para Viajeros e Inmigrantes de Chicago (Travelers & Immigrants Aid of Chicago) con fondos de la Junta de Educacion del Estado de Illinois. Asistencia adicional fue proveído por la Coalición de Chicago para la Protección de Inmigrantes y Refugiados con el apoyo de la Fundación de Civica y Arte de la Liga Unión.

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The English/Civics Requirement for U.S. Citizenship

CITIZENSHIP EDUCATION REQUIREMENT

To become a citizen, you must pass oral and written English tests and a U.S. history and government test.

Which Test Option Should I Choose?

You can choose one of the following two ways to meet the English and civics/history requirements for citizenship:

1. You can take an Immigration and Naturalization Service (INS) approved standardized citizenship test at a community site before going to your INS interview. In Illinois you can take the Educational Testing Service (ETS) New Citizens Project English and Civics Examination or the CASAS Basic Citizenship Skills Examination. This test has two sections: (1) written questions on civics; and (2) a written dictation—in which a sentence is read out loud and you write it down. Each section of the test is scored separately. You must pass both sections. Your oral English will be tested at the INS interview.

2. You can take a civics test given by an INS examiner during your interview. The examiner will ask you to answer between five and fifteen questions. You will also be given a dictation—which is when the INS examiner reads you a sentence and asks you to write it down. You may also be given a reading test.

   ** If you applied for the Amnesty program and passed the 312 government and history test at the time of your INS interview for permanent residence, you have already fulfilled the history, government, and English reading and writing requirements. Your oral English will be tested at the INS interview. If you only have a "Certificate of Satisfactory Pursuit" from Amnesty classes and did not take and pass an INS test, you still need to take an English and civics exam to become a U.S. citizen.

No matter which test you take, the INS examiner will test your English speaking and listening ability at the interview by asking you questions about your citizenship application.

How Should I Prepare for the Exam?

All tests are based on the 100 Questions developed for Amnesty and on the federal citizenship textbooks. You can prepare by studying on your own or by taking a citizenship preparation class. Some classes prepare you with the specific skills needed to take the ETS standardized test. No matter which testing option you choose, it is important that you know English. You may want to take an English class to refresh your skills.

CHOOSING THE TEST THAT IS RIGHT FOR YOU

When deciding on which type of test to take, consider your strengths. For many people, test-taking is stressful. Spend a little time thinking about which testing situation would be best for you.

The ETS Test (Standardized Test)

An Overview:

- You can take the test at a community site which many people find more comfortable than the INS office.
- Questions are more predictable because it is a multiple-choice pre-printed test.
- The test is written at a very basic level.
- You need English reading skills.
- You can take the test as many times as you want.
- You have to pay to take the test.
- There are questions on history, government, civics, and geography. You will not be asked the names of local elected officials.
- The person who gives the test is *not* an INS officer.

The Details:

- The standardized test has 20 multiple-choice questions in English on U.S. history and government. You mark the correct answer on a computerized dot sheet. After you finish the multiple choice test, the examiner will read one short sentence which you must write.
- The test includes questions on U.S. history, civics, government, and geography. Because the test is given nationally, there are no questions about local elected officials.
- You can take the ETS test two times in one day. You can take the CASAS test two times for one payment. Each test takes 30 minutes with a short break in between.
- You need a to answer 12 of the 20 multiple choice questions correctly to pass the first section. In scoring the second section—a written one-sentence dictation—small mistakes in spelling and grammar will be overlooked. If you fail either part of the test, you must take the entire test over. You will be required to pay the registration fee for each sitting.
- Test results will be mailed to you four to six weeks after you take the test. Only passing scores are reported to the INS. You should bring the notice saying that you passed the test to your citizenship interview.
- Test results are only good for one year. You must apply for citizenship within one year of passing a standardized citizenship test.
- The ETS test is given on the second Saturday of the month. The CASAS test is given Wednesday evenings and Saturdays. Call (312) 435-0222 to determine the location nearest you.

- The ETS test costs $16 for one complete session if you register in advance or $20 on the day of the test. The fee must be paid to New Citizens Project/ETS by check or money order.

- Sample test questions:

  When is Independence Day?

  A. May 30
  B. July 4
  C. September 7
  D. November 24

  The Executive branch of the United States government is made up of

  A. the White House.
  B. the President, Vice President, and Cabinet.
  C. the Senate and House of Representatives.
  D. the State Department.

Test with the INS Examiner

An Overview

You can also take the test as part of your citizenship interview. Depending on your situation, you may be able to take the test at a site in the community or at the INS office in downtown Chicago.

— Questions vary by examiner. They can be very easy or very difficult.

— Generally, the examiner will make the questions easier if you have less education and more difficult if you have more education or have lived in the U.S. for many years.

— Spoken questions will be asked in person by an examiner.

— You can take the test two times. Depending on your circumstances and the opinion o the examiner, you may be able to take the test a third time.

— In most cases, you will know the test results immediately.

— The test is free.

— You may be asked the names of local and national politicians.

— You will most likely be asked 5 to 15 questions.

— Sometimes you do have to read a passage out loud.

— You have to write a dictation.

The Details:

Your oral English is assessed through your understanding of the oath and your responses to questions about your citizenship application. The examiner tests your knowledge of history and government by asking you questions like, "What are the three branches of government?" Generally, you must answer 60% of these questions correctly. Your written English is assessed through your dictation. You may be asked to write a short sentence like, "The sky is blue." or a long sentence like, "George Washington was the first President of the United States."

This Fact Sheet was developed by Travelers & Immigrants Aid with assistance from the Chicago Coalition for Immigrant & Refugee Protection with funding from the Illinois State Board of Education.

10/93

Requisitos de Inglés y Civismo para la Ciudadanía

REQUISITOS DE EDUCACION PARA LA CIUDADANIA

Para hacerse ciudadano, deberá de pasar un examen de inglés y de historia y gobierno de los Estados Unidos.

¿CUALES SON LAS ALTERNATIVAS?

Puede escoger uno de los siguientes pasos para cubrir los requisitos de ciudadanía de historia/civismo y examen escrito de inglés:

1. Usted puede tomar el examen estandarizado aprobado por el Servicio de Inmigración y Naturalización, el cual se ofrece en diferentes agencias comunitarias, antes de ir a la entrevista de Inmigración. En Illinois usted puede tomar el examen del "Educational Testing Service" (ETS) o el examen CASAS. El examen tiene dos secciones: 1) preguntas por escrito sobre civismo y (2) un dictado por escrito—le dictarán una oración la cual deberá de escribir. Cada parte del examen se califica separadamente. Si no pasa el examen, tiene la oportunidad de tomarlo de nuevo. Puede tomar el examen las veces que sean necesarias. Aunque pase el examen, el INS le examinará en la entrevista su habilidad de hablar y comprender el inglés.

2. Usted puede tomar el examen de civismo con el examinador durante la entrevista. El examinador le hará de cinco a quince preguntas. También el examinador le dictará una oración y le pedirá que la escriba. También le podrían preguntar que lea algo en inglés.

**Si usted solicitó su residencia por el programa de Amnistía y pasó el examen de gobierno e historia "312" durante la entrevista para residente permanente, usted ya cubrió los requisitos de historia, gobierno, examen de lectura y de inglés escrito. No cuenta el haber tomado clases de "Amnistía." Durante la entrevista, el examinador de Inmigración volverá a evaluar su abilidad de hablar y comprender inglés.

No importa el examen que tome, el examinador del Servicio de Inmigración y Naturalización evaluará su abilidad de hablar y comprender inglés durante la entrevista haciéndole preguntas acerca de su solicitud de ciudadanía.

COMO ESCOGER EL MEJOR EXAMEN PARA USTED

Antes de decidir cuál examen va a tomar, considere sus capacidades. La mayoría de personas sienten mucha tensión al tomar examenes. Tome su tiempo para pensar en los examenes que le causarán menos tensión.

El examen estandard (ETS)

Un resumen:

— Puede tomar este examen en una agencia comunitaria.

— Las preguntas son más predecibles porque es un examen de respuestas múltiples en el que deberá escribir las respuestas en una hoja especial.

— El examen escrito está escrito a un nivel básico.

— Necesita saber cómo leer bien en inglés.

— Puede tomar el examen las veces que lo desee.

— Tiene que pagar por tomar el examen.

— El examen incluye preguntas sobre historia, gobierno, civismo y geografía. No le preguntarán acerca de funcionarios electos.

Los detalles:

- El examen estanda constá de 20 preguntas con respuestas múltiples en inglés sobre la historia y el gobierno de los Estados Unidos. Usted marcará la respuesta correcta en una hoja de respuestas computarizada. El examinador también le leerá una oración breve la cual tendrá que escribir. Estas dos partes se califican en forma separada. Este examen cubre los requisitos del INS de inglés escrito y de conocimiento sobre la historia y el gobierno de los Estados Unidos.

- El examen incluye preguntas acerca de historia, civismo, gobierno y geografía de los Estados Unidos. El examen se ofrece a nivel nacional, y por lo tanto no hay preguntas acerca de funcionarios elegidos localmente.

- Puede tomar el examen ETS dos veces en el mismo día. Puede tomar el examen CASAS dos veces por un solo pago. Cada examen dura 30 minutos con un pequeño descanso. El ETS reportará la calificación más alta.

- El examen está basado en las "100 preguntas de Amnistía" y en el libro federal de ciudadanía.

- Necesitará contestar correctamente 12 de las 20 preguntas en el examen para poder pasar la primera sección. En la segunda parte—en la oración dictada, no se tomarán en cuenta errores de ortografia. Si no pasa alguna de las secciones del examen, necesitará tomar todo el examen de nuevo. Tendrá que pagar la cuota cada vez que tome el examen.

- Los resultados del examen le serán enviados de cuatro a seis semanas después de haber tomado el examen. Solo los resultados que califican van a ser reportado. Usted tiene que trla notificación oficial que pasó el examen a la entrevista de ciudadania.

- Los resultados del examen solamente son válidos por un año. Hay que solicitar la ciudadanía dentro de un año de la fecha en que pasó el examen estandard.

- El examen de ETS se ofrece el segundo sábado de cada mes. El examen CASAS se ofrece los miércoles y los sábados. Llame al (312) 435-0222 para determinar el lugar más cercano a su hogar.

- El examen de ETS cuesta $16 por una sesión completa si se matricula con anticipación y $20 si lo hace el día del examen. Se puede pagar con cheque o giro pagadero a "New Citizens Project."

Examen con el examinador de Inmigración

Un Resumen:

— Usted también puede tomar el examen durante la entrevista de ciudadanía. Dependiendo de su situación, podrá tomar el examen en una agencia comunitaria o en la oficina de Inmigración en el centro de la ciudad de Chicago.

— Las preguntas varían dependiendo del examinador. Las preguntas pueden ser muy fáciles o muy difíciles.

— Generalmente, el examinador le hareá preguntas más fáciles si usted tiene menos años de educación y más difíciles si tiene más años de educación o ha vivido en los Estados Unidos por mucho tiempo.

— El examinador le hará preguntas verbales.

— Usted puede tomar el examen dos veces. Dependiendo de sus circunstancias y de la opinión de el examinador, usted podrá tomar el examen hasta tres veces.

— En la mayoría de los casos, conocerá los resultados inmediatamente.

— El examen es gratis.

— La mayoría de las preguntas que le hacen es acerca del gobierno. Le podrán preguntar los nombres de politicos locales y nacionales.

Los detalles:

- El examen de Inmigración se hace durante la entrevista de ciudadanía. Como hay diferentes examinadores, las preguntas que le hacen nunca son las mismas. En la mayoría de los casos le harán de cinco a quince preguntas acerca de historia y del gobierno de los Estados Unidos. Vea la Hoja de Datos sobre la Ciudadanía, "100 preguntas," para tener una idea de la clase de preguntas. El examinador le podrá pedir que mencione los nombres de oficiales electos locales y nacionales. Le podrán hacer un examen de lectura y le pedirán que lea una oración o párrafo de un libro. Después de eso, le pedirán que escriba una oración la cual le dictará el examinador.

- Si no pasa el examen, puede tomarlo otra vez. El examinador de Inmigración le asignará otra fecha para poder volver a tomar el examen.

Esta hoja de Datos fué preparada por la oficina de Ayuda para Viajeros e Inmigrantes (Travelers & Immigrants Aid) con la asistencia de la Coalición de Chicago para la Protección de Inmigrantes y Refugiados. Fondos proveídos por La Junta Educativa del Estado de Illinois.

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The Citizenship Interview

PREPARING FOR THE INTERVIEW

What Should I Bring to the Citizenship Interview with the Immigration and Naturalization Service (INS)?

The notice the INS sends you scheduling your interview states what you need to bring to your interview. Every applicant is asked to bring the following:

- Alien registration receipt card ("green card")
- Travel documents showing travel outside of the U.S. (passport or travel card)
- The INS notice with the personal description of yourself completed on the back

You may be asked to bring other documents as well. The back side of the notice will state what additional documents are needed. Tax returns and a marriage certificate are examples of documents that may be requested. *You should go to your interview even if you do not have all the documents.*

What if the Scheduled Interview Is Not at a Good Time for Me?

If you cannot go to your interview at the given time, mail back the letter with a written explanation stating why you cannot make the appointment. You should request another appointment. If you do not go to your interview and fail to reschedule, your application *will not be processed.*

How Should I Prepare for the Interview?

If you are taking the history and civics test at the interview, be sure to start studying well before the interview. You may want to enroll in a citizenship and/or English class. You will also want to review your citizenship application and your permanent residence application to be sure you can answer questions the examiner might ask about them. Be sure to bring all of the documents requested by the INS or you might have to return. Finally, remember to get a good night's rest before your interview.

How Should I Dress for the Interview?

You should be well groomed and neatly dressed.

AT THE INTERVIEW

How Long Does the Interview Take?

Most interviews at the INS office take only fifteen minutes. But as with any large office, appointments can run late. Also, INS schedules approximately 50 people for the same appointment time. You may have to wait as long as two hours for your interview. Be sure to allow extra time. You may want to bring something with you to pass the time such as a book or a crossword puzzle.

Can I Bring a Friend with Me to the Interview?

Yes, but your friend *cannot* be with you during the interview. There is an exception to this rule: If you are 55 years old and have lived in the U.S. for 15 years or if you are at least 50 years old and have lived in the U.S. for 20 years, you are allowed to be interviewed in your native language. You must provide a translator, who may be your friend.

How Should I Act at the INS Interview?

Be polite and respectful to the examiner. If you are overly friendly or very distant, he or she might think that you are trying to cover up something. Do not offer information that is not requested. Answer only the questions asked of you. Be confident and show the examiner how eager you are to be a citizen.

What Is the First Thing that Happens at the Interview?

You will be asked to take an oath to that you are telling the truth. The examiner will say "Raise your right hand. Do you swear to tell the truth and nothing but the truth so help me God?" You should answer, "I do." If you do not follow the examiner's instructions, he or she may end the interview because you do not seem to understand English.

What Kinds of Questions Will I Be Asked?

You may be asked, "Why do you want to become a citizen?" Typical responses to this question are (1) "I want to be able to vote"; or, (2) "I want to bring a member of my family to the U.S." Be prepared to respond to this question at the interview.

After taking the oath, the examiner may ask you if you want to change your name. You can change your first and/or last name for no charge when you become a citizen. However, if you change your name you will need to get a new social security card and driver's license.

The examiner will ask you questions to make sure the information on your citizenship application (N-400) is correct. You should tell the examiner of any changes in your personal situation at this time such as a new address or a new job. Also, your examiner will compare your answers with those on your permanent resident application.

Questions that you may be asked about the application include

"Do you plan to keep your name the same?"
"Are you still living at this address?"
"When did you last enter the U.S.?"
"Have you ever been married before?"
"Is your spouse a permanent resident?"

After reviewing information on the N-400, the examiner will ask questions related to your moral character. Here are some examples of questions about moral character that the INS examiner may ask you:

"Do you pay your taxes every year?"
"Have you ever been arrested for any reason?"
"Have you ever been deported?"
"Why didn't you register for the Selective Service (military service)?"

It is very important that you tell the truth. The examiner has a record from the FBI of your arrests, if any. If you don't tell the examiner about all of your arrests, the interviewer might think you are hiding something. Also, if the examiner finds out that you are not telling the truth, your application will be reviewed very carefully. In certain situations where the INS determines that you have not told the truth, the examiner could make you wait five more years to reapply for citizenship.

What Are Considered by INS To Be "Problems"?

Some examples of potential problems include criminal convictions, time served in jail, not having registered for the military, not paying court ordered child support, getting your green card through marriage fraud, and/or evidence that you have lied to the INS in the past. If you think that you might have a problem, then you should immediately see a lawyer who specializes in immigration.

Sometimes an applicant is asked to return with additional documents at a second interview. In most cases, this is not a problem as long as you return with the documents requested.

Are the Civics and English Tests Difficult?

The INS examiner adjusts the level of difficulty of the questions for each person depending on level of education, age, background, and length of time in the U.S. Please see the Fact Sheets, "Meeting the English/Civics Requirement" and "100 Questions" to get a better idea of the test. You may be asked between 5 and 15 questions.

Usually 70% of the questions are on government and 30% on history. You may also be asked to name local and state elected officials. As part of the English test, the INS examiner will read you a sentence which you will then have to write (a dictation).

- **If you successfully passed the INS approved Amnesty 312 test or the ETS or CASAS written standardized citizenship (or Amnesty) test before the interview, you do not have to take the civics test at the interview. Amnesty classes will not help you meet the English/civics requirements. If you have a "Certificate of Satisfactory Pursuit" from Amnesty classes and did not take and pass an INS approved test, you still need to pass an English and civics test to become a U.S. Citizen.**

When Do I Find Out if I Passed?

The examiner will usually let you know if you passed immediately after the test. You can ask the examiner when the interview is over. If you passed, you will be told the date, place, and time to return for the swearing-in ceremony.

If the examiner tells you that you failed the exam, ask why. Inquire as to what part of the test you failed: the oral part, the written part, or the civics. Try to find out specifically why you did not pass the test and what you can do to pass it. The INS will reschedule an appointment for you within 90 days to retake the test. You can request an extension of more than 90 days by writing a letter to the INS. Should you fail the test again, a third interview may be given if you can show that you have been studying and making progress. The examiner may have you read English from a book to show your progress.

What Can I Do if I Am Treated Unfairly by the Examiner?

Ask the examiner his or her name and identification number and write them down. Generally, the examiner will give you this information. If he or she doesn't, try to remember as much as possible about him or her. If you feel that the examiner is not being fair about the exam, you can also ask to speak to a supervisor and discuss it with him or her. Write down the name of the supervisor. Immediately following the exam, write down exactly what happened and call CCIRP at (312) 435-0222.

This Fact Sheet was developed by Travelers & Immigrants Aid with assistance from the Chicago Coalition for Immigrant & Refugee Protection with funding from the Illinois State Board of Education.

10/93

La Entrevista de Ciudadanía

PREPARACION PARA LA ENTREVISTA

¿Qué necesito traer para la entrevista de ciudadanía con el Servicio de Inmigración y Naturalización (INS)?

El aviso que Inmigración manda con la fecha de la entrevista también incluye los documentos que usted necesita traer. Cada solicitante tiene que traer lo siguiente:

- Tarjeta de residencia ("tarjeta verde");
- Documentos que prueben viajes fuera de los Estados Unidos (pasaporte o tarjeta de viajes);
- La forma de Inmigración con su información personal completa atrás.

Tal vez le pidan otros documentos adicionales. La parte de atrás de la forma le notificará los documentos adicionales que necesitará. Una copia de declaración de impuestos y certificado de matrimonio son ejemplos de documentos que pueden ser requeridos. **PRESENTESE A LA ENTREVISTA AUNQUE NO TENGA TODOS LOS DOCUMENTOS.**

¿QUE PASA SI LA FECHA DE LA ENTREVISTA NO ES CONVENIENTE PARA MI?

Si usted no puede ir a la entrevista en la fecha indicada, envíe por correo una nota con una carta explicando la razón por la que no puede ir. Usted deberá pedir otra cita. Si usted no se presenta a la cita o si no solicita otra, su solicitud **no será procesada.**

¿COMO ME DEBO PREPARAR PARA LA ENTREVISTA?

Si usted va a tomar el examen de historia y civismo en la entrevista, asegúrese de prepararse con anticipación. Usted podría inscribirse para clases de inglés y ciudadanía. Tambien puede revisar su solicitud de ciudadanía y su solicitud de residencia permanente para asegurarse de que puede contestar las preguntas que el examinador le podría hacer acerca de estos documentos. Asegúrese de traer todos los documentos requeridos por Inmigración, o posiblemente le pidan que regrese otro día. Finalmente, recuerde de descansar la noche anterior a la entrevista.

¿COMO ME DEBO VESTIR PARA LA ENTREVISTA?

Usted deberá estar bien vestido.

EN LA ENTREVISTA

¿Cuanto tiempo dura la entrevista?

La mayoría de las entrevistas en Inmigración duran solamente quince minutos. Pero como cualquier oficina grande, las citas pueden tardar más tiempo. También, Inmigración cita a aproximadamente 50 personas a la misma hora. Tal vez le tocará esperar hasta dos horas para la entrevista. Asegúrese de tener tiempo suficiente. Si lo desea puede traer algo con que distraerse como un libro o crucigrama.

¿PUEDO TRAER UN AMIGO A LA ENTREVISTA?

Sí, pero su amigo no puede estar con usted en la entrevista. Hay una excepción a esta regla: Si usted tiene 55 años de edad y ha vivido en los Estados Unidos por los últimos 15 años o si tiene por los menos 50 años de edad y ha vivido en los Estados Unidos por 20 años, se permite que la entrevista sea en su lengua de origen. Usted deberá proveer un traductor, que puede ser un amigo.

¿COMO DEBO DE ACTUAR EN LA ENTREVISTA DE INMIGRACION?

Sea educado y respetuoso con el examinador. Si usted es demasiado amigable o se ve muy distante, el o ella pueden pensar que usted está tratando de ocultar algo. No ofrezca información innecesaria. Conteste solamente las preguntas que se le hagan.

¿QUE ES LO PRIMERO QUE PASA EN LA ENTREVISTA?

Le pedirán que haga un juramento, expresando que dirá la verdad. El examinador le dirá "Levante su mano derecha. ¿Jura decir la verdad y nada más que la verdad?" Usted deberá responder, "Lo juro." Si usted no sigue las indicaciones del examinador, el o ella pueden interrumpir la entrevista porque usted no parece entender inglés.

¿QUE CLASE DE PREGUNTAS ME HARAN?

Le podrán preguntar, "¿Por qué quiere hacerse ciudadano?" Las respuestas típicas a estas preguntas son: 1) "deseo poder votar"; ó 2) "Quiero traer a un miembro de mi familia a los Estados Unidos." Esté preparado para responder a estas preguntas en la entrevista.

Después de haber hecho el juramento, el examinador le preguntará si desea cambiar su nombre. Usted puede cambiar su primer nombre, apellido o ambos sin costo alguno al hacerse ciudadano. Si cambia su nombre, deberá obtener una nueva tarjeta de seguro social y una licencia de conducir.

El examinador le hará preguntas para asegurarse que la información en su solicitud de ciudadania (N-400) está correcta. Le debe notificar al examinador de cualquier cambio en su información personal como una nueva dirección, un nuevo trabajo, etc. También, el examinador comparará sus respuestas con las de su solicitud de ciudadanía.

Preguntas sobre la solicitud pueden incluir:

> "¿Va a seguir usando el mismo nombre?"
> "¿Todavía vive en la misma dirección?"
> "¿Cuándo fue la ultima vez que entró a los Estados Unidos?"
> "¿Ha estado casado alguna vez?"
> "¿Es su esposo/a residente permanente?"

Después de haber revisado la información en la N-400, el examinador le hará preguntas relacionadas con su "reputación." Estos son unos ejemplos de preguntas acerca de su reputación que el examinador del INS le puede hacer:

> "¿Ha pagado impuestos todos los años?"
> "¿Alguna vez ha sido arrestado por cualquier motivo?"
> "¿Alguna vez ha sido deportado?"
> "¿Por qué no se registró con el servicio selectivo (servicio militar)?"

ES MUY IMPORTANTE QUE DIGA LA VERDAD. El examinador tiene un archivo del FBI de sus arrestos, si tuvo alguno. Si usted no le dice a el examinador sobre sus arrestos, el entrevistador puede pensar que le está ocultando algo. También, si el examinador descubre que no esta diciendo la verdad, su solicitud será revisada cuidadosamente. En algunas ocasiones cuando el INS determina que usted no ha dicho la verdad, el examinador le puede hacer esperar hasta 5 años más para poder volver a solicitar ciudadanía.

¿Qué son considerados "problemas" para el INS?

Algunos ejemplos de posibles problemas incluyen: convicciones criminales, tiempo servido en prisión, no haberse registrado para el servicio militar, no haber pagado custodia por hijos, haber obtenido su tarjeta verde por medio de un matrimonio fraudulento, y/o evidencia de haber mentido al INS. Si usted cree que puede tener un problema, usted deberá inmediatamente ver a un abogado que se especialize en asuntos de inmigración.

En algunos casos le piden al aplicante que regrese con documentos adicionales para una segunda entrevista. En la mayoría de los casos, esto no es un problema una vez que regrese con los documentos que le pidieron.

¿Son dificiles los examenes de inglés y civismo?

El examinador del INS ajusta el nivel de dificultad de las preguntas de acuerdo a cada persona dependiendo de el nivel de educación, edad, experiencia y tiempo en los Estados Unidos. Por favor vea la Hoja de Datos de Ciudadanía "Requisitos de Inglés y Civismo" y "100 preguntas" para tener una mejor idea del examen. Le harán de 5 a 15 preguntas.

Usualmente el 70% de las preguntas son acerca del gobierno y 30% acerca de historia. Le podrán preguntar los nombres de oficiales locales y estatales. Como parte del examen de inglés, el examinador del INS le dictará una oración la cual usted deberá escribir.

****SI USTED YA APROBO "312 DE AMNISTIA" O EL ETS O EL EXAMEN ESTANDARIZADO DE CIUDADANIA CASAS, NO NECESITA TOMAR EL EXAMEN DE CIVISMO EN LA ENTREVISTA. LAS CLASES DE AMNISTIA NO LE AYUDARAN A LLENAR LOS REQUISITOS DE CIVISMO Y DE INGLES.**

¿Cuando sabré si pasé el examen?

Generalmente el examinador le informará inmediatemente después del examen si lo pasó o no. Ud. puede preguntar al examinador cuando termine el examen. Si usted lo pasó, le indicarán la fecha, lugar y hora de la ceremonia de juramentación.

Si el examinador le informa que no ha pasado su examen, pregúntele porque. Amablemente pregunte que parte del examen no pasó: la parte oral, la parte escrita, o la parte de civismo del examen. Trate de encontrar especificamente porque no pasó el examen y que es lo que necesita para pasarlo.

El INS le dará otra cita dentro de 90 dias para poder tomar el examen de nuevo. Puede pedir una extensión de más de 90 días escribiendo una carta a Inmigración. Si no pasa el examen la segunda vez, le podrán dar una tercera cita si demuestra que ha estado estudiando y ha progresado. El examinador le podrá pedir que lea en inglés de un libro para que pueda demostrar su progreso.

¿Qué puedo hacer si siento que el examinador me ha tratado injustament?

Pregúntele al examinador su nombre y número de identificación y apuntelos. Generalmente el examinador debe estar dispuesto a proporcionarselos. Pero si desafortunadamente no lo hace, trate de recordar lo más que pueda. Si usted piensa que el examinador no está tomando una actitud rasonable a las preguntas usted puede hablar con su supervisor y discutirlo con él. Escriba el nombre del supervisor. Inmediatamente después de la entrevista, escriba tanto como pueda recordar de lo que pasó durante la misma y llame CCIRP (312) 435-0222.

Esta hoja de Datos fué preparada por la oficina de Ayuda para Viajeros e Inmigrantes (Travelers & Immigrants Aid) con la asistencia de la Coalición para la Protección de Inmigrantes y Refugiados. Fondos proveídos por La Junta Educativa del Estado de Illinois.

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Understanding Your Social Security Benefits for Retirement

DEFINING SOCIAL SECURITY

What Is Social Security?

When you work in the U.S., money is taken out of your paycheck for retirement. On your paycheck, you will see a deduction for F.I.C.A., which is your social security tax. Your earnings are recorded under your social security number. When you retire, you can apply for social security benefits. A social security check will be sent to you every month. At present, the average social security check is $653 a month.

Currently social security taxes are 7.65% of your total wages. Your employer contributes an equal amount toward your future benefits. When you are self-employed or work for cash, you must pay a much higher rate, 15.3% of your adjusted yearly income.

Who Gets Social Security Retirement Benefits?

- You are at least 62 years of age. (You get more money each year if you wait to apply until age 65.)
- You have a valid social security card.
- You have worked in the United States for 10 years or 40 quarters *AND* you made $590.00 each quarter (a three-month period).
- You paid F.I.C.A. taxes during your working years.

OR You qualify as a "dependent" or a "survivor"* of a worker.

Only those who had money taken out of their paychecks will get money when they retire! In other words, if you don't pay in, you don't get money back. *Anyone working for cash, who is NOT paying social security (F.I.C.A.) taxes, will NOT be able to get social security benefits.*

* **Dependent or Survivor Benefits:** If a working family member dies, the children or surviving wife or husband can qualify as a "dependent" or "survivor" of the worker. Even if your children and/or spouse are undocumented or live in another country, they may be eligible for benefits if you have obtained non-work social security cards which state "not valid for employment" for them, and you have claimed them on your tax returns. Call 1-800-772-1213 free to discuss your personal situation regarding these benefits.

SOCIAL SECURITY BENEFITS WHILE LIVING OUTSIDE OF THE U.S.

What If I Live Outside of the U.S.? Can I Still Receive Benefits?

Yes! Many people prefer to move to their native countries when they get older. Should you choose to retire outside of the U.S., you can still receive social security benefits. Once you have been away from the U.S. for 30 days in a row, you are considered to be outside the country.

- If you are a U.S. citizen, you can receive full social security benefits when you live in most countries outside the U.S.

- If you are a permanent resident, generally you will receive only 85% of your benefits. In other words, you must pay a 15% tax on your social security benefits when you live outside the U.S. In some countries you will lose your benefits if you are not a U.S. citizen and remain outside for more than six months in a row. Also, if you are deported, your benefits will be suspended until you are readmitted to the U.S. as a permanent resident.
- People living in Canada, Egypt, Germany, Italy, Japan, Malta, Romania, or the United Kingdom do NOT have to pay a 15% tax on their social security benefits.

The U.S. also currently has an international social security agreement with Austria, Canada, Germany, Italy, and Spain. The money taken out of your paycheck for social security in both countries is combined for your retirement.

The U.S. government will not presently send social security checks to Cuba, Cambodia, North Korea, Vietnam, and some of the former republics of the U.S.S.R. Since this list of countries changes with world events, ask the consulate for the most current information on social security benefits.

APPLYING FOR SOCIAL SECURITY BENEFITS

How Do I Apply for My Social Security Benefits?

It is very easy to apply for social security benefits. You can make an appointment for free by calling **1-800-772-1213** anytime between 7 a.m. and 7 p.m. In the Chicago area, there are 14 local Social Security Administration offices. When you call this number, you can find out which office is the nearest to you. Translators are available in some languages if requested. You need to know your social security number to make an appointment.

There is *no charge* for any social security service. The Social Security office nearest you will help you for free!

CORRECTING YOUR SOCIAL SECURITY RECORDS IF YOU HAVE USED MORE THAN ONE SOCIAL SECURITY NUMBER

What If I Have Used Different Social Security Numbers?

In most cases, you will *not* lose the money that you paid into the system under different numbers. But you need to notify the Social Security office as soon as you become a permanent resident. You should file Form SSA-7008 and provide proof that you actually earned the money. This may include a W-2, pay stubs, a statement by the employer or co-workers, and if possible, a statement by the real owner of the social security number. You must also state why you used a different social security number. If you only had one employer, that employer can change your social security to your new number by filing a Statement of Corrected Income and Tax Amounts (Form W-2C). The government has not prosecuted people for transferring their earnings to date; however, they have prosecuted people who apply for a job using a false social security number.

FINDING OUT WHAT YOU HAVE PAID INTO SOCIAL SECURITY

How Can I Find Out How Much I Have Paid Into Social Security?

By calling 1-800-772-1213, you can find out how much you have paid into the system. Request a "Personal Earnings and Benefits Statement." You will be mailed an application to complete and return. Within a month, you will receive a statement explaining how much money you have paid into the system year by year. If your employer did not report your qualifying employment earnings to Social Security, you may be able to get credit if you can prove that you did the qualifying work.

Remember: You are entitled to social security benefits if you worked in the U.S. and paid social security taxes.

This Fact Sheet was developed by Travelers & Immigrants Aid with assistance from the Chicago Coalition for Immigrant and Refugee Protection with funding from the Illinois State Board of Education.

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Entienda Sus Beneficios del Seguro Social para el Retiro

DEFINICION DEL SEGURO SOCIAL

¿Qué es Seguro Social?

Cuando usted trabaja en los Estados Unidos, una parte de su cheque es descontada para su retiro. Usted verá una deducción en su cheque para "F.I.C.A," lo cual representa el impuesto de su seguro social. Sus sueldos son registrados bajo su número del seguro social. Usted puede solicitar beneficios del seguro social cuando se retire y un cheque le será enviado cada mes.

En la actualidad, el promedio mensual del cheque del seguro social es de $653. La cantidad varía de acuerdo con sus otras fuentes de ingresos y su situación personal.

Actualmente el impuesto del seguro social es 7.65% del total de su sueldo. Su empleador contribuye con una porción igual, la cual está destinada hacia sus futuros beneficios. Cuando usted trabaja por su cuenta o cuando recibe sus pagos en efectivo (cash), usted paga una tasa mucho más alta, 15.3%, del total neto de sus entradas.

¿Quién recibe beneficios del Seguro Social?

- Si usted tiene por lo menos 62 años de edad (Ud. recibe 12% más dinero si espera hasta cumplir los 65 años de edad para solicitar beneficios).

- Si usted tiene una tarjeta válida del seguro social.

- Si usted ha trabajado en los Estados Unidos por diez años ó 40 trimestres **ganando $590 por cada trimestre.** (Por cada período de tres meses).

- Si usted pagó "F.I.C.A" (Impuesto de Seguro Social) por sus años de trabajo.

Además:

Si usted puede solicitar beneficios como "dependiente" o "sobreviviente" de un trabajador.

Si usted está incapacitado/a (un problema físico o mental no le ha permitido o le permitirá trabajar por 12 meses consecutivos.)

¡Unicamente aquellos a quienes se les ha descontado dinero de sus cheques de pago recibirán dinero cuando se retiren! En otras palabras, si usted no pone dinero en el sistema, no recibe dinero del sistema. **Cualquier persona que, habiendo recibido sus pagos en dinero efectivo no haya pagado sus contribuciones al seguro social, NO PODRA recibir beneficios del seguro social.**

Beneficios del Dependiente y del Sobreviviente

Si fallece un trabajador miembro de una familia, los hijos o el esposo o esposa sobrevivientes pueden tener derecho a beneficios como "dependientes" o "sobrevivientes" del trabajador. Aún si sus hijos y/o cónyuge son indocumentados o viven en otro país, tienen derecho a recibir beneficios si usted ha obtenido para ellos tarjetas del seguro social llamadas "non-work social security cards," las cuales están marcadas: "no válida para empleo" y si usted ha incluido su información en su declaración de impuesto. Llame gratis al telefono 1-800-772-1213 para hablar sobre su situación personal en relación con estos beneficios.

BENEFICIOS DEL SEGURO SOCIAL CUANDO SE VIVE FUERA DE LOS ESTADOS UNIDOS

¿Puedo recibir beneficios aún viviendo fuera de los E.U.?

¡Si! Muchos prefieren regresarse a su país de origen cuando envejecen. Usted puede recibir beneficios del seguro social, aún si decide vivir fuera de los Estados Unidos. Una vez que usted haya estado fuera de los Estados Unidos por treinta (30) días consecutivos, se considera que usted vive fuera del país.

- Si usted es ciudadano norteamericano, puede recibir beneficios del seguro social en la mayoría de los países fuera de los Estados Unidos

- Si usted es residente permanente, por lo general recibirá unicamente el 85% de sus beneficios. En otras palabras, tendrá que pagar un impuesto del 15% sobre sus beneficios del seguro social cuando vive fuera de los Estados Unidos. En algunos paises perderá sus beneficios si no es ciudadano de los Estados Unidos y permanece fuera por seis meses consecutivos. También, si usted es deportado, sus beneficios serán suspendidos hasta que sea readmitido en los Estados Unidos como residente permanente.

- Las personas que viven en Canadá, Egipto, Alemania, Italia, Japón, Malta, Rumania o el Reino Unido (Inglaterra), no tienen que pagar el impuesto de 15% en sus beneficios del Seguro Social.

En la actualidad los Estados Unidos tienen también un acuerdo internacional de Seguro Social con Austria, Canadá, Alemania, Italia y España. El dinero descontado de sus pagos para el seguro social en ambos paises es combinado para su retiro.

El gobierno de los Estados Unidos no está enviando actualmente cheques de seguro social a Cuba, Camboya, Corea del Norte, Vietnam y algunas de las republicas que formaban parte de la Union Soviética.

Como la lista de estos paises cambia de acuerdo con los acontecimientos mundiales, pida en el consulado la información más reciente sobre los beneficios del seguro social.

COMO SOLICITAR LOS BENEFICIOS DEL SEGURO SOCIAL

¿Cómo puedo solicitar mis beneficios del seguro social?

Es muy fácil solicitar beneficios del seguro social. Usted puede solicitar una cita llamando gratis al teléfono 1-800-772-1213 a cualquier hora desde las 7 de la manaña hasta las 7 de la noche. En el área de Chicago hay 14 oficinas locales de la Administración del Seguro Social. En este número teléfonico le pueden informar cual es la oficina más cercana a su hogar. Hay traductores en varias lenguas si se requiere. Tiene que tener su número del seguro social disponible cuando llame para una cita.

No se cobra por ningún servicio del seguro social. ¡La oficina del seguro social más cercana a su hogar le ayudará gratuitamente!

COMO CORREGIR SUS RECORDS DEL SEGURO SOCIAL SI USTED HA USADO MAS DE UN NUMERO DE SEGURO SOCIAL

¿Qué pasa si yo he usado diferentes números de seguro social?

En la mayoría de los casos **usted no perderá el dinero** que puso en el sistema bajo diferentes números. Sin embargo, necesita informar a la oficina del seguro social tan pronto como se haga residente permanente. Debera completar la forma SSA-7008 y proveer prueba de que usted en realidad ganó ese dinero. Esta prueba puede incluir la forma W-2, talonarios de los cheques, una declaración del empleador o de compañeros de trabajo, y si es posible, una declaración del verdadero dueño de la tarjeta del seguro social. También debe explicar la razón por la que usó un número diferente. Si se trata de un solo empleador, él puede cambiar el número que estaba usando por el nuevo número, llenando una forma llamada "Statement of Corrected Income and Tax Amounts" (Forma # W-2C). El gobierno no ha demandado a nadie hasta la fecha por transferir sus sueldos; sin embargo, sí ha demandado a personas que han solicitado un trabajo usando un número falso de seguro social.

¿COMO SABER LO QUE SE HA PAGADO AL SEGURO SOCIAL

¿Cómo puedo saber cuanto he puesto en el sistema?

Llamando al teléfono 1-800-772-1213 usted puede averiguar la cantidad que ha ahorrado en el sistema. Solicite lo que el Seguro Social llama "Personal Earnings and Benefits Statement." Le enviarán una solicitud por correo, la cual deberá completar y devolver por correo. Aproximadamente un mes después recibirá un estado de cuenta que mostrará la cantidad de dinero que ha depositado en el sistema, año por año. Si su empleador no reportó su salario, podrá obtener crédito si puede probar que usted trabajó.

Recuerde: Usted tiene derecho a los beneficios del seguro social si trabajo en Estados Unidos y pagó impuestos de Seguro Social.

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Protection From Deportation

DEFINING DEPORTATION

What Is Deportation?

Deportation is when a noncitizen of the U.S. is forced to leave the country. Generally, a deported person must wait five years to be eligible to legally enter the country again. Some deported people are never allowed to reenter the U.S. legally again.

Who Can Be Deported?

Any non-U.S. citizen can be deported. This includes permanent residents. *Only U.S. citizens cannot be deported.* Lawful U.S. citizenship is the only 100% protection you can have from deportation. This is true whether you are a citizen by birth or by naturalization.

Why Do Permanent Residents Have To Worry About Deportation?

Even people who have lived for many years in the U.S. as permanent residents can be subject to deportation. Violating U.S. immigration law can make a permanent resident deportable. For example, permanent residents may be deportable for certain criminal offenses, for visa fraud, and for assisting others to enter the U.S. illegally. Permanent residents who have been convicted of crimes should consult a lawyer.

GROUNDS FOR WHICH PERMANENT RESIDENTS CAN BE FOUND DEPORTABLE:

Crimes

Drugs:

- Virtually any conviction related to drugs with the exception of a single conviction for possession of less than 30 grams of marijuana.
- Being or having been a drug abuser or addict since entry into the U.S.

Weapons:

- Being convicted of a crime related to firearms or destructive devices.

Crimes of Immorality (Moral Turpitude):

- Having been convicted for certain crimes involving an element of "evil intent." These crimes include burglary, robbery, arson, and sexual assault.

National Security Crimes:

- Committing crimes which may endanger U.S. security such as terrorist activities or spying for another government.

Fraud

Document Fraud:

- For committing document fraud you can be fined and be subject to a "Final order of document fraud" which makes you deportable. Document fraud includes
    - Allowing your legal documents to be used by someone else.
    - Using phony documents, even if you have legitimate ones.
    - Making illegal documents or altering a legal document by changing the name or the photo.
    - Selling illegal documents such as driver's licenses or green cards.

Visa Fraud:

- Lying to the INS to get immigration benefits. This includes marriage to a U.S. citizen or permanent resident only to get a visa. Other examples include applying for a visa for an unmarried person when you were really married, or telling the INS you did not have a criminal record, when you really have one.

Smuggling:

- Assisting other non-U.S. citizens to unlawfully enter the U.S.

Note: If you are concerned that you may be deportable, you should immediately seek legal advice from a qualified lawyer of an accredited agency. You may be eligible for a waiver or pardon.

DEPORTATION PROTECTION FOR CHILDREN

If I Am A Naturalized Citizen, Will My Children Be Protected from Deportation?

If both parents naturalize, their unmarried permanent resident children under 18 automatically become citizens through "derived citizenship." This is also true for the children of a single parent with sole or joint child custody. Children who derive citizenship do not have to pass any kind of English or civics test or meet any moral character requirement; by law, they are automatically citizens.

If only one parent naturalizes, the citizen parent can apply to naturalize his or her unmarried children. The parent must submit Form N-400 before the child turns 18 and he or she must appear in court. The children do not have to take an English or civics test.

If your legal permanent resident children are involved in gang activities, they may be subjected to deportation proceedings if arrested. U.S. citizenship is their strongest protection from deportation.

This fact sheet was developed by Travelers & Immigrants Aid with assistance from the Chicago Coalition for Immigrant and Refugee Protection with funding from the Illinois State Board of Education.

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Protejiéndose de la Deportación

DEFINICION DE DEPORTACION

¿Qué es deportación?

Deportación es cuando una persona que no es ciudana de los Estados Unidos es forzada a dejar el país. Generalmente, una persona deportada debe esperar cinco años para volver a entrar legalmente al paìs.

¿Quién puede ser deportado/a?

Cualquier inmigrante que **no es ciudadano de los Estados Unidos** puede ser deportado. Esto incluye residentes permanentes. **Los únicos que no pueden ser deportados son los ciudadanos norteamericanos.** La ciudadanía legal norteamericana es lo único que le da 100% de protección contra la deportación. Esto aplica tanto a los ciudadanos por nacimiento como a los ciudadanos por naturalizaciòn.

¿Por qué los residentes permanentes tienen que preocuparse sobre la deportación?

Aún personas que hayan vivido por muchos años en los Estados Unidos pueden ser sujetos a deportación. Hay muchos crimenes por los cuales residentes permanentes convictos, pueden ser deportados y no se les puede permitir regresar a los Estados Unidos. La ley acerca de las convicciones criminales y las deportaciones es muy compleja y no es fáacil de entender. El residente permanente que haya sido convicto de algún crimen deberá consultar un abogado.

CRIMENES POR LOS CUALES LOS RESIDENTES PERMANENTES PUEDEN SER DEPORTADOS

DROGAS:

Una sola convicción por casi cualquier clase de crimen relacionado con drogas o dos convicciones por posesión de menos de 30 gramos de mariguana.

Ser o haber sido un abusador de drogas o drogadicto después de haber entrado a los Estados Unidos.

ARMAS:

Estar convicto de un crimen relacionado con armas de fuego o aparatos destructivos.

CRIMENES DE INMORALIDAD (VILEZA MORAL):

Haber sido convicto de un crimen que el Servicio de Inmigracion y Naturalización (INS) llama "vileza moral" (intención diabólica). Estos crimenes incluyen robo de domicilio; asalt[illegible]ano armada; incendios intencionales y asalto sexual.

CRIMENES CONTRA LA SEGURIDAD NACIONAL:

Cometer crimenes que puedan poner en peligro la seguridad de los Estados Unidos, tales como actividades terroristas o espiar para otro gobierno.

MATRIMONIO FRAUDULENTO:

Casarse con un ciudadano/a norteamericano o con un residente permanente con el único objeto de obtener una visa de los Estados Unidos.

FALSIFICACIÓN DE DOCUMENTOS:

Cometer engaño en un documento puede ocasionarle ser multado y sujeto a una "Orden Final de Falsificación de Documento" lo cual hace que usted sea deportable. Falsificación de documentos incluye:

> Permitir que un documento legal suyo sea usado por otra persona.
>
> Usar documentos ficticios, aunque tenga los documentos legales.
>
> Hacer documentos ilegales o alterar un documento legal cambiando el nombre o la fotografia.
>
> Vender documentos ilegales tales como la licencia de conducir o la tarjeta de residencia (green card).

VISA FRAUDULENTA:

Mentir al INS con el objeto de obtener beneficios de inmigración. Por ejemplo, si usted solicitó una visa como hijo soltero, siendo realmente casado, o si usted dijo al INS que no tenia antecedentes criminales, cuando en realidad sí los tenía.

NOTA: Para la mayoría de estos crimenès hay una exoneración o perdón disponible (comunmente conocido como el "waiver 212(c)") para quienes han sido residentes permanentes por un periodo de por lo menos siete años.

PROTECCION DE DEPORTACION PARA MENORES

¿Si soy un ciudadano naturalizado, hará esto que mis hijos estén protejidos contra deportación?

Si ambos padres se hacen ciudadanos naturalizados, sus hijos solteros, residentes permanentes y menores de 18 años, se convierten automáticamente en ciudadanos a través de la llamada "ciudadanía derivada." Esto tambien aplica para los hijos de padres o madres solteros que tienen la sola custodia de sus hijos o la custodia en común con su cónyuge. Los menores que obtienen ciudadanía derivada no tienen que someterse a ninguna clase de examen de inglés, de civismo o llenar requisitos sobre reputación.

Si solamente uno de los dos padres se naturaliza, el que se naturaliza puede solicitar la naturalización de sus hijos. Se deberá llenar la forma N-400 antes de que el menor cumpla los 18 años. El hijo o hija tiene que presentarse en la corte, pero no tendrá que tomar examen de inglés o de civismo.

Si sus hijos no son ciudadanos de los Estados Unidos y se ven envueltos en actividades de pandillas, ellos pueden estar sujetos al proceso de deportación si son arrestados. La ciudadanía norteamericana es su protección más fuerte contra la deportación.

Esta Hoja de Datos fué preparada por la oficina de Ayuda para Viajeros e Inmigrantes (Travelers & Immigrants Aid) con la asistencia de la Coalición para la Protección de Inmigrantes y Refugiados. Fondos proveídos por La Junta Educativa del Estado de Illinois.

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WHAT DO I NEED TO FILL OUT THE CITIZENSHIP APPLICATION?

You need the following information to fill out your citizenship application (Form N-400). *In most cases, you will not need an original copy of the document.* Here's a checklist to help you prepare:

___ Social Security Number.

___ "Green Card."

___ Dates of any trips taken outside of the U.S. since becoming a permanent resident, including trips to Canada.

___ Home address for the last five years.

___ List of employers for the last five years. Include the name of the company, addresses, dates of employment, and your job positions.

___ Information about your spouse (even if not a legal resident): Name, address, birth date, date and place of marriage, and social security number (if applicable). If he/she is a naturalized citizen, you will need the place and date of naturalization. You must give this information, even if your spouse or children are not legal residents or you may have problems in the future.

___ If you have been married before or if your present spouse has been married before, you will need the following information: Name of prior spouse, date of marriage, date marriage ended, how marriage ended, and the immigration status of prior spouse.

___ Children's information (including those from previous marriages even if they are not legal residents): Name, date of birth, place of birth, and residency number.

___ Police records: If you were arrested for any reason, including drunk driving, you need the date of arrest, charges, and court ruling of each offense.

- *It is strongly recommended that if any of these charges resulted in a conviction, you should talk to someone with experience in immigration law.*

___ Selective Service Number: This applies to males only:

- If you have not registered and you are between 18 and 26 years old, you need to go to a U.S. post office or local library to register.
- If you were born after 1960 and lived in the U.S. between the ages of 18 and 26 years and did *not* register, you need to get an "information letter" excusing you.
- If you have registered but do not know your number or need an "information letter," call (708) 688-6888.

When you fill out your application with the INS office, you should also include the following:

___ $90 personal check or money order to cover the costs of processing your application.

___ One fingerprint chart.

___ Two identical passport sized photos (2" x 2").

___ A photo copy of both sides of your green card.

After you turn in your application, you will receive a letter notifying you of your interview date. This letter will tell you if you need to bring any other documents to your interview. You will, of course, need to bring your green card to the INS interview.

¿QUE INFORMACION NECESITO PARA LLENAR LA APLICACION PARA LA CIUDADANIA?

Usted necesita la siguiente información para llenar la aplicación de ciudadania (N-400). **USUALMENTE NO NECESITA LOS DOCUMENTOS ORIGINALES UNA VEZ QUE TENGA LA INFORMACION.** Esta es una lista que lo ayudará a prepararse:

___ Número del Seguro Social

___ "Tarjeta Verde"

___ Fecha de viajes que ha hecho fuera de los Estados Unidos desde que se hizo residente permanente, incluyendo viajes a Canada.

___ Dirección en donde ha vivido por los últimos cinco años.

___ Lista de donde ha trabajado durante los últimos cinco años. Incluya nombre de la compañia, dirección, fechas de empleo y las posiciones que ha desempeñado.

___ Información acerca de su esposo(a) (aunque no sean residentes permanentes): Nombre, dirección, fecha de nacimiento, lugar y fecha de matrimonio, seguro social (si se tiene). Si él o ella es ciudadano naturalizado, la fecha y el lugar de naturalización. Deberá dar esta información aunque su esposo(a) o niños no sean residentes permanentes o podrá tener problemas en el futuro.

___ Si usted fue casado(a) anteriormente o si su esposo(a) fue casado(a) anteriormente, necesitará la información siguiente: Nombre del ex esposo(a), fecha de matrimonio, fecha de divorcio, como terminó el matrimonio, y el estado legal del ex esposo(a).

___ Información acerca de los hijos (incluyendo hijos de matrimonios anteriores aunque no sean residentes permanentes): Nombre, fecha de nacimiento, lugar de nacimiento, dirección.

___ Archivos de la policia: Si usted ha sido arrestado por alguna razón, incluyendo haber manejado bajo la influencia de alcohol, necesitará la fecha/s del arresto, cargos, y la decision de la corte en cada caso.

- ES RECOMENDADO QUE SI EN CUALQUIERA DE ESTOS CARGOS FUE CULPABLE, QUE CONSULTE CON ALGUIEN CON EXPERIENCIA EN LEYES DE INMIGRACION.

___ Número del servicio selectivo: Solo para hombres:

- Si usted no se ha registrado y tiene de 18 a 25 años de edad, puede registrarse en la oficina de servicios postales o en su biblioteca local.

- Si usted nació después de 1960 y vivió legalmente en los Estados Unidos entre la edad de 18 a 25 años y no se registró, debera de obtener una "carta de información" donde lo excusan.

- Si usted se ha registrado pero no tiene su número o necesita una carta de información, llame al (708) 688-6888.

Cuando llene su aplicación con la oficina de Inmigración, usted deberá también incluir lo siguiente:

___ Un cheque personal o un giro de $90 para cubrir el costo para procesar su aplicación.

___ Huellas digitales.

___ Dos fotografias de pasaporte identicas (2" x 2").

___ Una fotocopia de ambos lados de su "tarjeta verde."

Después de entregar su aplicación, usted recibirá una carta donde le notificarán de la fecha de su entrevista. Esta carta le informará si necesita presentar algún otro documento en la entrevista. Desde luego, usted necesitará traer su "tarjeta verde" a la entrevista con Inmigración.

Este folleto de datos fue preparado por la oficina de Ayuda para Viajeros e Inmigrantes (Travelers and Immigrants Aid) con fondos de la Junta de Educación del Estado de Illinois. Asistencia adicional fue proveído por la Coalición de Chicago para la Protección de Inmigrantes y Refugiados con el apoyo de la Fundación de Civica y Arte de la Liga Unión.

How Naturalization Impacts Native Country Rights and Benefits

DUAL CITIZENSHIP

What Is Dual Citizenship?

Dual citizenship is citizenship in more than one country.

Who Has Dual Citizenship?

The ability to have dual citizenship depends on the policy of each country. Dual citizenship situations arise because there is no single international rule on the acquisition of citizenship. A U.S. citizen may be a dual citizen: (1) by birth in the U.S. to parents who are nationals of a country which bases its citizenship on parentage; (2) by birth in a foreign country to at least one U.S. citizen parent; and (3) through naturalization of a U.S. citizen in a foreign state that does not require the U.S. citizen to renounce his or her citizenship. In most cases, the U.S. does not encourage or prevent dual citizenship. However, if a U.S. citizen ran for a high public office in another country or assumed an important position in the military of another country, the U.S. might view it as a conflict of loyalty and assert that he or she has lost the right to U.S. citizenship.

An example of a dual citizen is a child born in the U.S. of parents who are citizens of a country that recognizes citizenship through parentage. That child would be a citizen of the parents' country as well as of the U.S. Another example is a person of Jewish heritage. Israel gives citizenship to anyone who has one Jewish grandparent regardless of where that person was born and does not insist that the individual renounce his or her other citizenship.

What Are the Benefits and Disadvantages To Being a Dual Citizen?

Each country that allows dual citizenship has its own rules. And these may change over time. You may be able to keep certain rights from your native country: the right to vote, to own property, to inherit property, to travel freely, to operate a business, to keep a bank account, to avoid certain taxes, to study, and to keep your already earned retirement benefits. You may also have certain obligations as a dual citizen: to pay taxes, to serve in the military.

Am I or My Children Dual Citizens?

Many countries allow dual citizenship for children until they are age 18. In most situations, they must choose one country of citizenship at that age. Other countries allow you to retain dual citizenship for life. For information on your eligibility or that of your children, call the appropriate consulate. Often you must fill out paperwork to obtain proof of your citizenship.

How Do I or My Children Become Dual Citizens?

Call your consulate for details.

NATIVE COUNTRY BENEFITS AS A UNITED STATES CITIZEN

What Benefits Might I Gain in My Native Country as a Naturalized U.S. Citizen?

Some countries have developed special benefits for previous citizens or residents. There may be special tax breaks for people who want to invest in a business or hold a bank account. There may also be special benefits for people who want to retire in their native country. Call your consulate for details.

What Benefits Might I Lose in My Native Country as a Naturalized U.S. Citizen?

You might lose property rights: you may be limited to owning certain kinds of property in certain locations or you may have to renounce your property completely. You may also have to pay special taxes to retain the rights to your property. You may also lose the right to vote or to collect earned social security benefits.

QUESTIONS YOU MAY WANT TO ASK YOUR CONSULATE REGARDING THE IMPACT OF UNITED STATES NATURALIZATION ON NATIVE COUNTRY RIGHTS AND BENEFITS

1. Does (name of country) recognize dual citizenship?

2. What right/benefits do I gain by having dual citizenship? (voting, travel, study, employment, business incentives, and so on)

3. What right/benefits can I keep from (name of country) if I become a U.S. citizen and do not have dual citizenship?

4. What obligations to (name of country) must I carry if I have dual citizenship? For example, military service, taxes, and so on.

5. Do I lose any of my rights to own property in (name of country) if I become a U.S. citizen? (Sometimes you can only own certain kinds of property in certain places if you become a U.S. citizen).

6. Is there anything I can do to keep the property I currently own, or will inherit or want to buy in the future, if I become a U.S. citizen?

   Are there any time limitations on what I must do? (Sometimes you must sell your property a certain number of years after you become a U.S. citizen or lose it.)

7. If I sell property I own or will inherit, can I take the money out of the country if I become a U.S. citizen?

8. Are there any advantages that (your country) offers such as incentives for investment in business or personal property if I become a U.S. citizen?

9. Do I have to pay any special property taxes or other taxes if I become a U.S. citizen or if I become a dual citizen?

10. Are my children considered dual citizens of the U.S. and (name of country)? What is the application or registration process? What happens when they turn 18?

What benefits do my children have as dual citizens?

What obligations do my children have as dual citizens? (e.g., military service)

DUAL CITIZENSHIP/PROPERTY RIGHTS POLICY

The information listed here may change at any time. You should contact directly your consulate or an immigration attorney for specific and updated information. Also, remember that the law could change in the future; there is no guarantee that this information will remain valid.

COUNTRY INFORMATION

Mexico

Dual Citizenship: No.

Status of Children: A child has dual citizenship if either parent has Mexican nationality. Must declare nationality at age 18.

Property Rights: Foreign ownership of land is restricted: A foreign national cannot own land within 100 kilometers of the border and 50 kilometers of the ocean. A naturalized citizen has five years to sell or otherwise dispose of this property.

Other: Retirees must obtain permanent residency status and show proof of cash savings.

Poland

Dual Citizenship: Unofficially recognized for practical matters. Voting in Polish elections is allowed. Polish citizenship must be renounced in writing.

Status of Children: Citizenship for children with one or two Polish born parents can be obtained through an application.

Property Rights: Property rights remain intact. A naturalized U.S. citizen of Polish origin is treated as a Polish citizen.

Other: This situation is likely to change within several years.

India

Dual Citizenship: No.

Status of Children: Children of Indian nationals in the U.S. are NOT recognized as having Indian citizenship. However, if the father is an Indian citizen, the child can obtain a special passport provision and after age 12 can apply for an Indian passport.

Property Rights: A former national can keep property in India. Property can be sold and the proceeds taken out of the country ONLY if no family remains in India. Foreign nationals can purchase property.

Philippines

Dual Citizenship: No. (It was allowed under Marcos but has since been discontinued.)

Status of Children: A child born in the U.S. to Filipino parents can choose citizenship at age 18.

Property Rights: You can hold onto property and pass it on to your heirs. Former Filipino nationals can obtain a maximum of 1,000 square meters of urban land or one hectare of rural land, for residential purposes only. You must reside permanently on such property within two years.

Other: The Philippine Retirement Authority runs a national program for returning retirees. Retiree must be 50 years old and able to deposit $30,000 in Philippine banks. Participants receive permanent, non-immigrant status and special benefits. Non-retiring former nationals who wish to resettle in the Philippines can obtain permanent residency status as a non-quota immigrant. There are incentives for business investment in the country.

Guatemala

Dual Citizenship: No.

Status of Children: If at least one parent is a Guatemalan national when a child is born, the child can have dual citizenship until age 18. To do this, both parents must register at the Guatemalan consulate or embassy before the child is 18. The child must declare one nationality at age 18.

Property Rights: No restrictions.

Former Soviet Republics

Immigrants from each republic should contact their consulate or representative for specific information.

Korea

Dual Citizenship: No.

Status of Children: Children must be registered on the Korean family register to have Korean citizenship. They must declare one nationality at age 18. Males aged 18 to 25 must notify the Korean government of U.S. citizenship in order to avoid a military obligation.

Property Rights: No foreign nationals can have property in Korea, except in the case of some commercial companies. Foreign nationals have one year to negotiate sale or transfer of title. Each family can take a maximum of $500,000 out of the country.

Vietnam

Dual Citizenship: No. To give up your Vietnamese citizenship, you must go though an administrative procedure.

Status of Children: Amerasian children are NOT automatically U.S. citizens, but they may be able to obtain such status through establishing proof of citizen fathers.

Property Rights: You must buy property under a resident family member's name. In some cases, the Government may seize the property or take half of the sale money.

Other: Business incentives have difficulty competing with the very high inflation rate.

Pakistan

Dual Citizenship: Not in most cases. However, if the child retains a "national identity card," at age 18 he may be able to keep citizenship in both countries.

Status of Children: A child is recognized as a Pakistani citizen if the father is a Pakistani national at the time of the child's birth. The child must declare one nationality at age 18; but in some cases it is possible to retain both.

Property Rights: A naturalized citizen can own property or divide it among family members. According to Islamic law, which may or may not apply, males receive one share of the proceeds and females receive one-half share.

Other: Local civil laws are gradually being replaced by Islamic law.

People's Republic Of China

Dual Citizenship: No.

Status of Children: If neither parent is a permanent resident or citizen of the U.S., a child born in the U.S. is considered a Chinese citizen.

Property Rights: You must show the property deed and make a declaration to sell your property and take the sale money out of the country, or to pass it on to your heirs.

Other: There are tax exemptions for foreign investment.

If you would like your country to permit dual citizenship, you may want to join with other immigrants from your country to work together to change the laws. Remember, as a naturalized U.S. citizen you are still important to your native country.

This Fact Sheet was developed by Travelers & Immigrants Aid with assistance from the Chicago Coalition for Immigrant and Refugee Protection with funding from the Illinois State Board of Education.

10/93

100 QUESTIONS ON U.S. HISTORY AND GOVERNMENT FOR THE SECOND STEP OF AMNESTY

1. What are the colors of our flag?
   Red, White, and Blue

2. How many stars are there in our flag?
   50

3. What color are the stars on our flag?
   White

4. How many stars are there in the flag?
   One [illegible] each state in the Union

5. How many stripes are there in the flag?
   13

6. What color are the stripes?
   Red and White

7. What do the stripes on the flag mean?
   They represent the original 13 states.

8. How many states are there in the union?
   50

9. What is the 4th of July?
   Independence Day

10. What is the date of Independence Day?
    July 4th

11. Independence from whom?
    England

12. What country did we fight during the Revolutionary War?
    England

13. Who was the first President of the United States?
    George Washington

14. Who is the President of the United States today?
    Bill Clinton

15. Who is the Vice-President of the United States today?
    Al Gore

16. Who elects the President of the United States?
    The electoral college

17. Who becomes President of the United States if the President should die?
    Vice-President

18. For how long do we elect the President?
    Four years

19. What is the Constitution?
    The supreme law of the land

20. Can the Constitution be changed?
    Yes

21. What do we call a change to the Constitution?
    Amendments

22. How many changes or amendments are there to the Constitution?
    26

23. How many branches are there in the government?
    Three

24. What are the three branches of our government?
    Legislative, Executive, and Judiciary

25. What is the legislative branch of our government?
    Congress

26. Who makes the laws in the United States?
    Congress

27. What is Congress?
    The Senate and the House of Representatives

28. What are the duties of Congress?
    To make laws

29. Who elects Congress?
    The people

30. How many senators are there in Congress?
    100

31. Can you name the two senators from your state?
    Paul Simon and Carol Moseley-Braun

32. For how long do we elect each senator?
    Six years

33. How many representatives are there in Congress?
    435

34. For how long do we elect the representatives?
    Two years

35. What is the executive branch of our government?
    The President, cabinet, and departments under the cabinet members

36. What is the judiciary branch of our government?
    The Supreme Court

37. What are the duties of the Supreme Court?
    To interpret laws

38. What is the supreme law of the United States?
    The Constitution

39. What is the Bill of Rights?
    The first ten amendments to the Constitution

40. What is the capital of your state?
    Springfield

41. Who is the current governor of your state?
    Jim Edgar

42. Who becomes President of the United States if the President and the Vice-President should die?
    Speaker of the House of Representatives

43. Who is the Chief Justice of the Supreme Court?
    William Renquist

44. Can you name the thirteen original colonies?
    Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland

45. Who said, "Give me liberty or give me death?"
    Patrick Henry

46. Which countries were our enemies during World War II?
    Germany, Italy, and Japan

47. What are the 49th and 50th states of the Union?
    Hawaii and Alaska

48. How many terms can a President serve?
    Two

49. Who was Martin Luther King?
    A civil rights leader

50. Who is the head of your local government?
    Mayor Richard J. Daley (Chicago)

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
    Must be a natural born citizen of the United States; must be at least 35 years old by the time he/she will serve; and must have lived in the United States for at least 14 years.

52. Why are there 100 Senators in the Senate?
    Two from each state

53. Who selects the Supreme Court Justices?
    Appointed by the President

54. How many Supreme Court Justices are there?
    Nine

55. Why did the Pilgrims come to America?
    For religious freedom

56. What is the head executive of state government called?
    Governor

57. What is the head executive of city government called?
    Mayor

58. What holiday was celebrated for the first time by the American colonists?
    Thanksgiving

59. Who was the main writer of the Declaration of Independence?
    Thomas Jefferson

60. When was the Declaration of Independence adopted?
    July 4, 1776

61. What is the basic belief of the Declaration of Independence?
    That all men are created equal

62. What is the national anthem of the United States?
    The Star-Spangled Banner

63. Who wrote the Star-Spangled Banner?
    Francis Scott Key

64. Where does freedom of speech come from?
    The Bill of Rights

65. What is the minimum voting age in the United States?
    18

66. Who signs bills into law?
    The President

67. What is the highest court in the United States?
    The Supreme Court

68. Who was President during the Civil War?
    Abraham Lincoln

69. What did the Emancipation Proclamation do?
    Freed many slaves

70. What special group advises the President?
    The Cabinet

71. Which President is called the "Father of our country"?
    George Washington

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
    Form N-400, "Application to File Petition for Naturalization"

73. Who helped the Pilgrims in America?
    The American Indians (Native Americans)

74. What is the name of the ship that brought the Pilgrims to America?
    The Mayflower

75. What were the 13 original states of the U.S. called?
    Colonies

76. Name three rights or freedoms guaranteed by the Bill of Rights?
    1. The right of freedom of speech, press, religion, peaceable assembly, and requesting change of government.
    2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
    3. The government may not quarter or house soldiers in people's homes during peacetime without the people's consent.
    4. The government may not search or take a person's property without a warrant.
    5. A person may not be tried twice for the same crime and does not have to testify against him or herself.
    6. A person charged with a crime still has some rights such as the right to a trial and to have a lawyer.
    7. The right to trial by jury in most cases.
    8. Protects people against excessive or unreasonable fines or cruel and unusual punishment
    9. The people have rights other than those mentioned in the Constitution.
    10. Any power not given to the federal government by the Constitution is a power of either the state or the people.

77. Who has the power to declare war?
    The Congress

78. What kind of government does the United States have?
    Republican

79. Which President freed the slaves?
    Abraham Lincoln

80. In what year was the Constitution written?
    1787

81. What are the first 10 amendments of the Constitution called?
    The Bill of Rights

82. Name one purpose of the United Nations.
For countries to discuss and try to resolve world problems; to provide economic aid to many countries

83. Where does Congress meet?
In the Capitol in Washington, DC

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
Everyone (citizens and noncitizens living in the U.S.)

85. What is the introduction to the Constitution called?
The Preamble

86. Name one benefit of being a citizen of the United States?
Obtain federal government jobs, travel with a U.S. passport, petition for close relatives to come to the U.S. to live

87. What is the most important right granted to U.S. citizens?
The right to vote

88. What is the United States Capitol?
The place where Congress meets

89. What is the White House?
The President's official home

90. Where is the White House located?
Washington, DC (1600 Pennsylvania Avenue, NW)

91. What is the name of the President's official home?
The White House

92. Name one right guaranteed by the first amendment?
Freedom of speech, religion, peaceable assembly, and requesting change of the government

93. Who is the Commander in Chief of the U.S. military?
The President

94. Which President was the first Commander in Chief of the U.S. military?
George Washington

95. In what month do we vote for the President?
November

96. In what month is the new President inaugurated?
January

97. How many times may a Senator be re-elected?
There is no limit.

98. How many times may a Congressman be re-elected?
There is no limit.

99. What are the two major political parties in the U.S. today?
Democratic and Republican

100. How many states are there in the United States?
50

100 PREGUNTAS SOBRE LA HISTORIA Y GOBIERNO DE E.U. PARA EL SEGUNDO PASO DE LA AMNISTIA

1. What are the colors of our flag?
¿Cuales son los colores de nuestra bandera?

Red, White, and Blue/Rojo, Blanco, y Azul

2. How many stars are there in our flag?
¿Cuantas estrellas hay en la bandera?

Fifty (50)/Cincuenta

3. What color are the stars on our flag?
¿De que color son las estrellas de nuestra bandera?

White/Blanco

4. What do the stars on the flag mean?
¿Que significan las estrellas en la bandera?

One for each state in the Union./Una por cada estado.

5. How many stripes are there in the flag?
¿Cuantas franjas hay en la bandera?

Thirteen (13)/Trece

6. What color are the stripes?
¿De que color son las franjas?

Red and White/Rojo y Blanco

7. What do the stripes on the flag mean?
¿Que significan las franjas de la bandera?

They represent the original 13 states./Representan los 13 estados originales.

8. How many states are there in the union?
¿Cuantos estados hay en los Estados Unidos?

Fifty (50)/Cincuenta

9. What is the 4th of July?
   ¿Que es el cuatro de julio?

   Independence Day/Día de la Independencia

10. What is the date of Independence Day?
    ¿Cual es la fecha del Día de Independencia?

    July 4th/Cuatro de julio

11. Independence from whom?
    ¿Independencia de quien?

    England/Inglaterra

12. What country did we fight during the Revolutionary War?
    ¿Contra que pais se batallo durante la Guerra Revolucionaria?

    England/Inglaterra

13. Who was the first President of the United States?
    ¿Quien fue el primer Presidente de los Estados Unidos?

    George Washington

14. Who is the President of the United States today?
    ¿Quien es el Presidente de los Estados Unidos hoy?

    Bill Clinton

15. Who is the Vice-President of the United States today?
    ¿Quien es el Vice-Presidente de los Estados Unidos hoy?

    Al Gore

16. Who elects the President of the United States?
    ¿Quien elige al Presidente de los Estados Unidos?

    The electoral college/El colegio electoral

17. Who becomes President of the United States if the President should die?
    ¿Quien se convierte en Presidente si se muere el Presidente?

    Vice-President/El Vice-Presidente

18. For how long do we elect the President?
    Por cuanto tiempo elegimos al Presidente?

    Four (4) years/Cuatro años

19. What is the Constitution?
¿Que es la Constitucion?

The supreme law of the land/La ley suprema del pais

20. Can the Constitution be changed?
¿Se puede cambia la Constitucion?

Yes/Sí

21. What do we call a change to the Constitution?
¿Como se llama un cambio a la Constitucion?

Amendments/Enmiendas

22. How many changes or amendments are there to the Constitution?
¿Cuantos cambios o enmiendas se han hecho a la Constitucion?

Twenty-Six (26)/Veinte y Seis

23. How many branches are there in the government?
¿Cuantas ramas tiene nuestro gobierno?

Three (3)/Tres

24. What are the three branches of our government?
¿Cuales son las tres ramas de nuestro gobierno?

Legislative, Executive, and Judiciary/Legislativa, ejecutiva, y judicial

25. What is the legislative branch of our government?
¿Cual es la rama legislativa de nuestro gobierno?

Congress/El Congreso

26. Who makes the laws in the United States?
¿Quien hace las leyes de los Estados Unidos?

Congress/El Congreso

27. What is Congress?
¿Que es el Congreso?

The Senate and the House of Representatives/El Senado y la Camara de Representantes

28. What are the duties of Congress?
¿Cuales son los deberes del Congreso?

To make laws./Hacer leyes.

29. Who elects Congress?
¿Quien elige el Congreso?

The people/El pueblo

30. How many senators are there in Congress?
¿Cuantos senadores hay en el Congreso?

One-hundred (100)/Cien

31. Can you name the two senators from your state?
¿Puede nombrar los dos senadores de su estado?

Paul Simon and Carol Moseley-Braun

32. For how long do we elect each senator?
¿Por cuanto tiempo eligimos a cada senador?

Six (6) years/Seis años.

33. How many representatives are there in Congress?
¿Cuantos representantes hay en el Congreso?

Four hundred and thirty-five (435)/Cuatrocientos treinta y cinco

34. For how long do we elect the representatives?
¿Por cuanto tiempo elegimos a los representantes?

Two (2) years/Dos años

35. What is the executive branch of our government?
¿Cual es la rama ejecutiva de nuestro gobierno?

The President, cabinet, and departments under the cabinet members/El Presidente, el gabinete, y los departamentos bajo los miembros del gabinete.

36. What is the judiciary branch of our government?
¿Cual es la rama judicial de nuestro gobierno.

The Supreme Court/La Corte Suprema

37. What are the duties of the Supreme Court?
¿Cuales son los deberes de la Corte Suprema?

To interpret laws./Interpretar las leyes.

38. What is the supreme law of the United States?
¿Cual es la ley suprema de los Estados Unidos?

The Constitution/La Constitucion

39. What is the Bill of Rights?
¿Que es la Declaracion de Derechos y Garantias?

The first ten amendments to the Constitution/Las primeras diez enmiendas de la Constituc

40. What is the capital of your state?
¿Cual es el capial de su estado?

Springfield

41. Who is the current governor of your state?
¿Quien es el gobernador actual de su estado?

Jim Edgar

42. Who becomes President of the United States if the President and the Vice President should die?
¿Quien se convierte en Presidente si el Presidente y el Vice-Presidente se mueren?

Speaker of the House of Representatives/El vocero de la Camara de Representantes

43. Who is the Chief Justice of the Supreme Court?
¿Quien es el jefe supremo de justicia de la Corte Suprema?

William Renquist

44. Can you name the thirteen original colonies?
¿Puede nombrar los trece estado originales?

Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland

45. Who said, "Give me liberty or give me death?"
¿Quien dijo, "deme la libertad o deme la muerte?"

Patrick Henry

46. Which countries were our enemies during World War II?
¿Que paises eran nuestros enemigos durante la Segunda Guerra Mundial?

Germany, Italy, and Japan/Alemania, Italia, y Japon

47. What are the 49th and 50th states of the Union?
¿Cuales son los últimos dos estados admitidos a los Estados Unidos?

Hawaii and Alaska

48. How many terms can a President serve?
¿Por cuantos terminos puede ejercer un Presidente?

Two/Dos

49. Who was Martin Luther King?
¿Quien era Martin Luther King?

A civil rights leader/Un lide de los derechos civiles

50. Who is the head of your local government?
¿Quien es el jefe de su gobierno local?

Mayor Richard J. Daley (Chicago)

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
De acuerdo de la Constitucion, un individuo debe cumplir con cierto requisitos para ser eligible a la candidatura presidencial Nombre uno de esos requisitos.

Must be a natural born citizen of the United States; must be at least 35 years old by the time he/she will serve; and must have lived in the United States for at least 14 years./Debe haber nacido en los Estados Unidos; debe tener por lo menos treinta y cinco años; y debe haber vivido en los Estados Unidos po lo menos catorce años.

52. Why are there 100 Senators in the Senate?
¿Por que hay cien Senadores en el Senado?

Two (2) from each state/Dos de cada estado

53. Who selects the Supreme Court Justices?
¿Quien selecciona a los magistrados de la Corte Suprema?

They are appointed by the President./Ellos son designados por el Presidente.

54. How many Supreme Court Justices are there?
¿Cuantos magistrados hay en la Corte Suprema?

Nine (9)/Nueve

55. Why did the Pilgrims come to America?
¿Cual fue el motivo de la venida a los peregrinos a Norte America?

For religious freedom/Para la libertad religiosa

56. What is the head executive of state government called?
¿Como se llama al jefe ejecutivo de un gobierno estatal?

Governor/El gobernador

57. What is the head executive of city government called?
¿Como se llama el jefe ejecutivo de un gobierno estatal?

Mayor/El alcalde

58. What holiday was celebrated for the first time by the American colonists?
¿Cual dia festivo fue celebrado primero por los colonizadores?

Thanksgiving/Día de Accion [illegible] Gracias

59. Who was the main writer of the Declaration of Independence?
¿Quien fue el autor principal de la Declaracion de Independ[illegible]a?

Thomas Jefferson

60. When was the Declaration of Independence adopted?
¿Cuando se puso en efecto la Declaracion de Independencia?

July fourth seventeen seventy-six (July 4, 1776)/Cuatro de julio, Mil setecientos setenta y seis

61. What is the basic belief of the Declaration of Independence?
¿Cual es el principio basico de la Declaracion de la Independencia?

That all men are created equal./Que todos hombres son iguales.

62. What is the national anthem of the United States?
¿Cual es el Himno Nacional de Los Estados Unidos?

The Star-Spangled Banner.

63. Who wrote the Star-Spangled Banner?
¿Quien escribio el "Star Spangled Banner"?

Francis Scott Key

64. Where does freedom of speech come from?
¿Cual es el origen de libertad de expresion?

The Bill of Rights/La Declaracion de Derechos y Garantias

65. What is the minimum voting age in the United States?
¿A que edad es uno eligible para votar en los Estados Unidos?

Eighteen (18)/Diez y ocho

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66. Who signs bills into law?
¿Quien autoriza la conversion de un proyecto de ley a una ley?

The President/El Presidente

67. What is the highest court in the United States?
¿Cual es la corte más alta de los Estados Unidos?

The Supreme Court/La Corte Suprema

68. Who was President during the Civil War?
¿Quien fue el Presidente durante la Guerra Civil?

Abraham Lincoln.

69. What did the Emancipation Proclamation do?
¿Que se establecio con la Proclamacio de Emancipacion?

Freed many slaves./Libero muchos esclavos.

70. What special group advises the President?
¿Que grup especial aconseja al Presidente?

The Cabinet/El Gabinete

71. Which President is called the "Father of our country"?
¿A que Presidente se le llama el "Padre de nuestro pais"?

George Washington

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
¿Que formulario del Servicio de Inmigracion y Naturalizacion se usa para solicitar la ciudadania?

Form N-400, "Application to File Petition for Naturalization"/El formulario N-400, "Solicitud para la Peticion de la Naturalizacion"

73. Who helped the Pilgrims in America?
¿Quien ayudó a los peregrinos en Norte America?

The American Indians (Native Americans)/Los Indios Norte Americanos

74. What is the name of the ship that brought the Pilgrims to America?
¿Cual es el nombre del barco que trajo a los peregrinos a Norte America?

The Mayflower

75. What were the 13 original states of the U.S. called?
¿Cual fue el nombre de los 13 estados originales?

Colonies/las colonias

76. Name three rights or freedoms guaranteed by the Bill of Rights.
Nombre tres derechos o libertades garantizados por la Consitucion (Derechos Constitucionales)

1. Freedom of speech, press, religion, peaceable assembly, and requesting change of government/el dercho de libertad de expresion, prensa, religion, de reunirse pacificamente, y pedir un cambio de gobierno
2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations)/El derecho a poseer armas de fuego, sujeto a ciertas regulaciones
3. The government may not quarter or house soldiers in people's homes during peacetime without the people's consent./ El gobierno no podrá refugiar o acuartelar soldados en domicilio particular sin el concentimientor del propietario.
4. The government may not search or take a person's property without a warrant./ El gobierno no podrá investigar, ni ayana domicilio particular sin una debida orden
5. A person may not be tried twice for the same crime and does not have to testify against him or herself./Una person no podrá ser enjuiciada dos veces por la misma causa y no será obligada a testifucar en su contra.
6. The right to a trial and to have a lawyer/Una persona que ha sido inculpada en un crimen tiene ceirtos derechos, como el derecho a un justo juicio y a ser representado por un abogado
7. The right to trial by jury in most cases/El derecho a ser enjuiciado frente a un jurado en la mayoría de los casos
8. Protects people against excessive or unreasonable fines or cruel and unusual punishment/Protejer a las personas contra multas excesivas e irrasonable, o castigos inusuales y crueles
9. The people have rights other than those mentioned in the Constitution./Las personas tienen otros derechos además de los mencionandos en la Constitucion.
10. Any power not given to the federal government by the Constitution is a power of either the state or the people./Todo poder no otorgado al gobierno federal por la Constitucion es un poder estatal o de las personas.

77. Who has the power to declare war?
¿Quien tiene la autoridad de declarar la guerra?

The Congress/El Congreso

78. What kind of government does the United States have?
¿Que clase de gobierno tiene los Estados Unidos?

Republican

79. Which President freed the slaves?
¿Que Presidente liberó a los esclavos?

Abraham Lincoln

80. In what year was the Constitution written?
¿En que año fue escrita la Constitucion?

Seventeen eighty-seven (1787)/Mil setecientos ochenta y siete

81. What are the first 10 amendments of the Constitution called?
¿Como se llama a los diez primeras enmiendas de la Constitucion?

The Bill of Rights/La Declaracion de Derechos y Garantias

82. Name one purpose of the United Nations.
¿Nombre uno de los propositos de las Naciones Unidos?

For countries to discuss and try to resolve world problems; to provide economic aid to many countries/Para tener la oportunidad de discusion entre paises para poder resolver los problemas mundiales, para proveer asistencia economica a muchos paises

83. Where does Congress meet?
¿Donde se reune el Congreso?

In the Capitol in Washington, DC/En el Capitolio en Washington, DC

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
¿Quien tiene sus derechos garantizados por la Constitucion y en la Declaracion de Derechos y Garantias?

Everyone (citizens and noncitizens living in the U.S.)/Todos las personas que se encuentra en los Estados Unidos. (ciduadanos y no ciudadanos)

85. What is the introduction to the Constitution called?
¿Como se llama a la introduccion de la Constitucion?

The Preamble/El Preambulo

86. Name one benefit of being a citizen of the United States?
¿Nombre un beneficio de la cuidadania estadounidense.

Obtain federal government jobs, travel with a U.S. passport, and petition for close relatives to come to the U.S. to live/Obtener trabajo en el gobierno federal, Viajar con un pasaporte estadounidense, y solicitar la residencia permanete para los familiares inmediatos.

87. What is the most important right granted to U.S. citizens?
¿Cual es el derecho más importante garantizado a los ciudadanos de los Estados Unidos?

The right to vote/El derecho de votar (eleccion de representantes)

88. What is the United States Capitol?
¿Que es el Capitolio de los Estados Unidos?

The place where Congress meets/El lugar donde se reune el Congreso

89. What is the White House?
¿Que es la Casa Blanca?

The President's official home/La residencia oficial del Presidente

90. Where is the White House located?
¿Donde está localizada la Casa Blanca?

Washington, DC (1600 Pennsylvania Avenue, NW)

91. What is the name of the President's official home?
¿Cual es el nombre de la casa oficial del Presidente?

The White House/La Casa Blanca

92. Name one right guaranteed by the first amendment?
¿Nombre un derecho garantizado por la primera enmienda?

Freedom of speech, religion, peaceable assembly, and requesting change of the government/Libertad de expresion, de prensa, de religion, de reunirse pacificamente y de solicitar el cambio de gobierno

93. Who is the Commander in Chief of the U.S. military?
¿Quien es el Comandante en Jefe de las fuerzas armadas de los Estados Unidos?

The President/El Presidente

94. Which President was the first Commander in Chief of the U.S. military?
¿Cual Presidente fue el primer Comandante en Jefe de las fuerzas armadas de los Estados Unidos?

George Washington

95. In what month do we vote for the President?
¿En que mes votamos por el Presidente?

November/noviembre

96. In what month is the new President inaugurated?
¿En que mes se inaugura el nuevo Presidente?

January/enero

97. How many times may a Senator be re-elected?
¿Cuantas veces puede ser elegido un Senador?

There is no limit./No hay un limite.

98. How many times may a Congressman be re-elected?
¿Cuantas veces puede ser elegido un Congresista?

There is no limit./No hay un limite.

99. What are the two major political parties in the U.S. today?
¿Cuales son los dos partidos politicos principales en los Estados Unidos?

Democratic and Republican/Democratico y Republicano

100. How many states are there in the United States?
¿Cuantos estados hay en los Estado Unidos?

Fifty (50)/Cincuenta

This Fact Sheet was developed by Travelers & Immigrants Aid with assistance from the Chicago Coalition for Immigrant & Refugee Protection. Funds provided by the Illinois State Board of Education.

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October 1993/octubre 1993

APPENDIX C: INS FORMS

U.S. Department of Justice
Immigration and Naturalization Service

Request That Applicant For Naturalization Appear for Interview

---

Alien Registration No.

Date 06/27/93

NORA
CHICAGO, IL

Your application for naturalization has been received and arrangements have been made for an examination on your application.

Please come to RUDY LOZANO LIBRARY 1805 S. LOOMIS CHICAGO, IL 60608	on *(date)* 07/15/93
	at *(time)* 10:15Am

The proceeding will take about two hours. If for any reason you cannot keep this appointment, return this letter immediately with your explanation and a request for a new appointment; otherwise, no further action will be taken on your application.

If you are applying for citizenship for yourself, you will be tested on your knowledge of the government of the United States and its history. You will also be tested on reading, writing, and speaking English, unless on the day of your appointment, you have been living in the United States for a total of at least 20 years as a lawful permanent resident and are over 50 years old, or you have been living in the United States for a total of 15 years as a lawful permanent resident and are over 55 years old, or unless you are physically unable to read, write, or speak.

YOU MUST BRING WITH YOU:

- This letter.
- Alien Registration Receipt Card.
- Any draft cards.
- Your passports and/or any other documents you have which you used in connection with any entries in the United States.

YOU MUST ALSO BRING WITH YOU WHAT IS CHECKED √ BELOW:

☐ Enclosed form(s) properly and completely filled out.
☐ Your marriage certificate.
☐ Proof of death or divorce for each prior marriage of yourself or spouse.
☐ Your birth certificate.
☐ Your spouse's birth or naturalization certificate or certificate for citizenship.
☐ The child (children) for whom you filed application for naturalization.
☐ Adoption decree(s), and a summary translation(s) in English if in a foreign language. A summary translation is a condensation or abstract of the text.
☐ Your military discharge certificate(s).
☐ The child's (children's) other parent.
☐

Please keep this appointment, even if you do not have all the items indicated above.

You must ALSO BRING with you what is noted below

If applying for NATURALIZATION AS THE SPOUSE of a United States Citizen,
- Your marriage certificate
- Proof of death or divorce for each prior marriage of yourself or spouse
- Your spouse's birth or naturalization certificate or certificate of citizenship

If applying for NATURALIZATION ON BEHALF OF YOUR CHILD (children),
- The child (children) for whom you filed application for naturalization
- Birth certificate(s) for the child (children)
- Adoption decree(s), and English translation(s) if in a foreign language
- Your United States birth certificate or certificate of naturalization or citizenship
- Your marriage certificate

If applying for NATURALIZATION as member of the United States ARMED FORCES,
- Your discharge certificate, or form DD 214

If you are also applying for a CERTIFICATE of citizenship FOR your CHILD (children),
- The child (children) between 14 and 18 years for whom you have applied, and for which the fee has been paid

PERSONAL DESCRIPTION FORM
(Type or Print)

Date of Birth 09 - 05 - 1950 **Sex** Male **Marital Status** Married

Eye Color hazel Hair Color dark **Complexion Color** white

Height (Feet & Inches) 5' 9" **Weight (Pounds)** 180 lbs

Visible Distinctive Marks none

Country of Nationality POLAND

(If change of name requested) Change to

The proceeding will take about two hours. If for any reason you cannot keep this appointment, return this letter immediately with your explanation and a request for a new appointment; otherwise, no further action will be taken on your application.

If you are applying for citizenship for yourself, you will be tested on your knowledge of the government and history of the United States. You will also be tested on reading, writing, and speaking English, unless you have been living in the United States for a total of at least 20 years as a lawful permanent resident and are over 50 years old, or unless you are physically unable to read, write, or speak English.

Authority for collection of the personal data information requested on the Description form is contained in Sections 332 and 338 of the Immigration and Nationality Act (8 U.S.C. 1443 and 1449). Submission of this information is voluntary. The principal purpose for requesting this information is to comply with the statutory requirements as to the contents of a certificate of naturalization. The information requested, as a matter of routine use, will be furnished to the clerk of the naturalization court where your petition for naturalization will be filed in order to place the information on a certificate of naturalization in the event you are admitted to United States citizenship. As a routine use all or any part of the information may be disclosed to a court, and to other federal, state, local or foreign law enforcement or regulatory agencies, Department of Defense, including any component thereof, the Selective Service System, the Department of State, the Department of the Treasury, the Department of Transportation, Central Intelligence Agency, Interpol and individuals and organizations in the processing of your application or petition for naturalization or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its function. Information requested which indicates a violation or potential violation of law, whether civil, criminal or regulatory in nature, may be referred, as a routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide any or all of the requested information will prevent the issuance of a certificate of naturalization.

U.S. Department of Justice
Immigration and Naturalization Service

OMB No. 1115-0052
Notice of Naturalization Oath Ceremony

AR # ____________

Date MARCH 1993

You are hereby notified to appear for a Naturalization Oath Ceremony on: APRIL 23, 1993

at:
U.S. DISTRICT COURT
OFFICE OF THE CLERK
FEDERAL BUILDING (ROOM 260)
211 SOUTH COURT
ROCKFORD, ILLINOIS 61101

Please report promptly at 2:00 P. M.

NOTE* MEN SHOULD WEAR SUIT JACKET AND TIE
MEN AND WOMEN NO JEANS ALLOWED

You must being the following with you:

- ☒ **This letter, WITH ALL OF THE QUESTIONS ON THE OTHER SIDE ANSWERED IN INK OR ON A TYPEWRITER.**
- ☒ **Alien Registration Card.**
- ☒ **Reentry Permit, or Refugee Travel Document.**
- ☒ **Any Immigration documents you may have.**
- ☒ **If the naturalization application is on behalf of your child (children), bring your child (children).**
- ☐ **Other**

Proper attire should be worn.

If you cannot come to this ceremony, return this notice immediately and state why you cannot appear. In such case, you will be sent another notice of ceremony at a later date. You must appear at an oath ceremony to complete the naturalization process.

Form N-445 (Rev. 1/8/92) **(SEE OTHER SIDE)**

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In connection with your application for naturalization, please answer each of the questions by checking "Yes" or "No". You should answer these questions the day you are to appear for the citizenship oath ceremony. These questions refer to actions since the date you were first interviewed on your Application for Naturalization. They do not refer to anything that happened before that interview.

After you have answered every question, sign your name and fill in the date and place of signing, and provide your current address.

You must bring this completed questionnaire with you to the oath ceremony, as well as the documents indicated on the front, and give them to the Immigration employee at the oath ceremony. You may be questioned further on your answers at that time.

AFTER the date you were first interviewed on your Application for Naturaliztion, Form N-400:	**ANSWERS**
1. Have you married, or been widowed, separated, or divorced? (If "Yes" please bring documented proof of marriage, death, separation or divorce.)	1. ☐ Yes ☐ No
2. Have you traveled outside the United States?	2. ☐ Yes ☐ No
3. Have you knowingly committed any crime or offense, for which you have not been arrested; or have you been arrested, cited, charged, indicted, convicted, fined, or imprisoned for breaking or violating any law or ordinance, including traffic violations?	3. ☐ Yes ☐ No
4. Have you joined any organization, including the Communist Party, or become associated or connected therewith in any way?	4. ☐ Yes ☐ No
5. Have you claimed exemption from military service?	5. ☐ Yes ☐ No
6. Has there been any change in your willingness to bear arms on behalf of the United States; to perform non-combatant service in the armed forces of the United States; to perform work of national importance under civilian direction, if the law requires it?	6. ☐ Yes ☐ No
7. Have you practiced polygamy; received income from illegal gambling; been a prostitute, procured anyone for prostitution or been involved in any other unlawful commercialized vice; encouraged or helped any alien to enter the United States illegally~~; illicitly trafficked~~ in drugs or ~~marihuana; given any false testimony~~ to obtain immigration benefits; or been a habitual drunkard?	7. ☐ Yes ☐ No

I certify that each of the answers shown above were made by me or at my direction, and that they are true and correct.

Signed at ______________________________, on ______________________________
(City and State) (Date)

______________________________ ______________________________
(Full Signature) (Full Address and ZIP Code)

Authority for collection of the information requested on Form N-445 is contained in Sections 101(f), 316, 332, 335 and 336 of the Immigration and Nationality Act (8 U.S.C. 1101 (f), 1427, 1443, 1446 and 1447). Submission of the information is voluntary. The principal purposes for requesting the information are to enable examiners of the Immigration and Naturalization Service to determine an applicant's eligibility for naturalization. The information requested may, as a matter of routine use, be disclosed to naturalization courts and to other federal, state, local or foreign law enforcement and regulatory agencies, the Department of Defense, including any component thereof, the Selective Service System, the Department of State, the Department of the Treasury, the Department of Transportation, Central Intelligence Agency, Interpol and individuals and organizations in the processing of any application for naturalization, or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its functions. Information solicited which indicates a violation or potential violation of law, whether civil, criminal, or regulatory in nature, may be referred, as a routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide all or any of the requested information may result in a denial of the application for naturalization.

Public Reporting burden for this collection of information is estimated to average 5 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to: U.S. Department of Justice, Immigration and Naturalization Service, (Room 5304), Washington, DC 20536; and to the Office of Management and Budget, Paperwork Reduction Project: OMB No. 1115-0052, Washington, DC 20503.

*U.S. GPO: 1992-312-328/51138

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UNITED STATES DISTRICT COURT

NORTHERN DISTRICT OF ILLINOIS

PETITION FOR NAME CHANGE

INSTRUCTIONS TO THE PETITIONER: Under section 336(e) of the Immigration and Nationality Act, an applicant who chooses to have the oath of allegiance administered by a United States district court also can change his or her name by decree of that court. The decree of name change will issue at the same time as the administration of the oath of allegiance, and the certificate of naturalization shall be issued in accordance therewith. If you elect the district court ceremony and wish to change your name, please clearly print or type the information requested.

I hereby petition this court to change my name. In support of my petition I truthfully state the following:

1. My full and correct name is
   ____;
2. My present place of residence is
   ____;
3. My country of birth is
   ____;
4. My date of birth is
   ____;
5. My INS registration number is A____________________;

I certify that I am not seeking a change of name for any unlawful purpose such as the avoidance debt or evasion of law enforcement.

I petition the court to change my name to:

____

__________ ______________________________

Date Signature of Petitioner

CERTIFICATION OF NAME CHANGE

I certify that the above petition was granted by the court on ______________.

__________ ______________________________

Date Clerk

____

(By Deputy Clerk

U.S. Department of Justice
Immigration and Naturalization Service

File No.

Date

Examination of the (enclosed) application ______________________________
shows that certain additional information, documents, or forms are needed before your application can be acted upon. To help you in that connection, we have checked ☑, in red in this letter the items which need your attention. Please read those items, and, when you are able to comply with them, RETURN THIS LETTER with the requested information, documents, and forms. We will then complete processing of your application.

- ☐ Unless you furnish the requested information or document(s) checked ☑, it will be necessary to recommend to the court that your petition for naturalization be denied for lack of prosecution.
- ☐ The application form you have submitted is obsolete. Complete and return the enclosed new application.
- ☐ Send money order or check for $ ________ made payable to the Department of Justice, Immigration and Naturalization Service. Do not send cash or postage stamps.
- ☐

Please provide two affidavits from two people who can attest to your marriage and birth of your children, in lieu of submitting your marriage certificate and children's birth certificates. Follow the instructions below to prepare an affidavit.

Affidavits: Written statements sworn to or affirmed by two persons who were living at the time and who have personal knowledge of the event you are trying to prove; for example, the date and place of birth, marriage, or death. The persons making the affidavits need not be citizens of the United States. Each affidavit should contain the following information regarding the person making the affidavit: his or her full name, address, date and place of birth, and his or her relationship to you, if any; full information concerning the event; and complete details concerning how the person acquired knowledge of the event.

Form N-14
(Rev. 12-31-82) Y

(Over)

U.S. Department of Justice
Immigration and Naturalization Service

File No.

Date

Examination of the (enclosed) application ______________________________
shows that certain additional information, documents, or forms are needed before your application can be acted upon. To help you in that connection, we have checked ☑ , in red in this letter the items which need your attention. Please read those items, and, when you are able to comply with them, RETURN THIS LETTER with the requested information, documents, and forms. We will then complete processing of your application.

☐ Unless you furnish the requested information or document(s) checked ☑ , it will be necessary to recommend to the court that your petition for naturalization be denied for lack of prosecution.
☐ The application form you have submitted is obsolete. Complete and return the enclosed new application.
☐ Send money order or check for $ ______ made payable to the Department of Justice, Immigration and Naturalization Service. Do not send cash or postage stamps.
☒

708-688-6[illegible]

You must either write or call the Selective Service System and request an advisory opinion form. When you receive it, you fill it out and return it to them. They will then send you the letter the Service needs.

You must also submit a letter in your own handwriting stating your reason for not obeying the law by not registering for selective service. In this letter you must also state your willingness to bear arms for the United States.

BEST COPY AVAILABLE

Form N-14
(Rev. 12-31-82) Y

(Over)

U.S. Department of Justice
Immigration and Naturalization Service
219 S. Dearborn St.
Chicago, IL 60604

TC:

File No. A________________

Date

Examination of the (enclosed) application N-400 shows that certain additional information, documents, or forms are needed before your application can be acted upon. To help you in that connection, we have checked ☑, in red in this letter the items which need your attention. Please read those items, and, when you are able to comply with them, RETURN THIS LETTER with the requested information, documents, and forms. We will then complete processing of your application.

☐ Unless you furnish the requested information or document(s) checked ☑, it will be necessary to recommend to the court that your petition for naturalization be denied for lack of prosecution.
☐ The application form you have submitted is obsolete. Complete and return the enclosed new application.
☐ Send money order or check for $_______ made payable to the Department of Justice, Immigration and Naturalization Service. Do not send cash or postage stamps.
☒ YOU MUST SUBMIT TO THIS OFFICE WITHIN THE NEXT 30 DAYS:

A letter from the head of your religious organization which states

1. how long you have been a member of the organization/church,
2. are you a member in good standing,
3. the beliefs and teachings of your religious organization;
4. the reason you are unable to take a full oath of allegiance to the United States o America concerning bearing arms or doing work of national importance under civilia direction, etc.
5. This letter must be written in letterhead stationary from your church/organizatior
6. state the location of your meetings and the frequency of your attendance of these meetings.

INS File Number A________________________

OATH OF RENUNCIATION AND ALLEGIANCE

I hereby declare on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and the laws of the United States against all enemies, foreign and domestic;
that I will bear true faith and allegiance to the same;
that I will bear arms on behalf of the United States when required by the law;
that I will perform noncombatant service in the Armed Forces of the United States when required by the law;
that I will perform work of national importance under civilian direction when required by the law;
and that I take this obligation freely without any mental reservation or purpose of evasion, SO HELP ME GOD. In acknowledgement whereof I have hereunto affixed my signature.

____
(Signature of Applicant)

N-400

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0009
Application for
Naturalization

U.S. Departamento de Justicia
Servicio de Inmigración y Naturalización

OMB #1115-0009
Solicitud por
Naturalización

START HERE - Please Type or Print
COMIENCE AQUI - Por favor, Escriba Con Letra de Imprenta, o a Maquina
Part 1. Information about you.
Primera parte. Información sobre usted.

Family name________________Given name_______________Middle initial ________
Apellido____________________Nombre_____________Otros Nombres __________
U.S. Mailing Address - Care of __________________________________
Nombre de la persona que recibe su correspondencia (sea o no usted)
Street Number and Name _______________________________________
Dirección, nombre y número de la calle
Apt. #________City______________County________State_____Zip Code _______
Ciudad Condado Estado Código Postal
Date of Birth (month, day, year) __________Country of Birth____________________
Fecha de nacimiento (mes, día, año) País de nacimiento
Social security number__________________A#
Número de Seguro social

PART 2. Basis for Eligibility (check one)
SEGUNDA PARTE. Criterios para Elegibilidad (marque uno solamente)

☐ a. I have been a permanent resident for at least five (5) years.
He sido resident permanente por un período no menor de cinco (5) años.

☐ b. I have been a permanent resident for at least three (3) years and have been married to a United States citizen for those years.
He sido residente permanente por un período no menor de tres (3) años y he estado casado(a) con un(a) ciudadano(a) de los Estados Unidos por dicho período de tiempo.

☐ c. I am a permanent resident child of United States citizen parent(s).
Soy residente permanente, soy menor de edad, y por lo menos uno de mis padres es ciudadano estadounidense (o apoderados) ciudadanos estadounidenses.

☐ d. I am applying on the basis of qualifying military service in the armed forces of the U.S. and have attached completed forms N-426 and G-325B.
Estoy aplicando por haber servido en el servicio militar de los Estados Unidos, y he adjuntado las formas N-426 y G-325B.

☐ e. Other. (Please specify section of law)
Otro. (Por favor, especifique la sección legal)

PART 3. Additional information about you.
TERCERA PARTE. Información adicional acerca de usted.

Date you became a permanent resident (month/day/year) ____________________
Fecha en que se hizo residente permanente (mes/día/año)

Port admitted with an immigrant visa or INS Office where granted adjustment of status. ____________________
Puerto o terminal aéreo al que fue admitido con visa de inmigrante u oficina del INS donde se le concedió un ajuste de estatus migratorio.

Citizenship ____________________
Ciudadanía

Name on alien registration card (if different than in part one) ____________________
Nombre en su tarjeta de registro como extranjero (si difiere de la primera parte)

Other names used since you became a permanent resident (including maiden name)____________________
Otros nombres usados desde que obtuvo la residencia permanente (incluyendo nombre de soltero(a))

Sex : Male_____ Female_____ Height_____
Sexo Masculino Femenino Estatura

Marital Status: Single_____ Married_____ Divorced_____ Widowed _____
Estadato Civil: Soltero(a) Casado(a) Divorciado(a) Viudo(a)

Can you speak, read and write English? __________
¿Puede usted hablar, leer y escribir inglés? __________

Absences from the U.S.: ____
____
Ausencias de los estados unidos

Have you been absent from the U.S. since becoming a permanent resident? __________
¿Alguna vez ha estado ausente de los Estados Unidos desde que se hizo ciudadano permanente?

If you answered YES, complete the following. Begin with your most recent absence. If you need more room to explain the reason for an absence or to list more trips, continue on separate paper.

Si respondió que sí, entonces complete lo siguiente. Comience con su ausencia más reciente. Si necesita más espacio para explicar la razón por la cual estuvo ausente, o para hacer una lista de más viajes, hágalo en una hoja separada por favor.

Date left U.S________Date returned_______Did absence last 6 months or more?___________
Fecha de salida de los e.u Fecha de regreso ¿Duro su ausencia 6 meses o más?

Destination_______________ Reason for trip______________________________________
Destino Rázon por el viaje

PART 4. Information about your residences and employment.
CUARTA PARTE. Información domiciliaria y laboral.

A. List your addresses during the last five (5) years or since you became a permanent resident, whichever is less. Begin with your current address. If you need more space, continue on separate paper.

A. Hacer una lista de los domicilios donde ha vivido en los últimos cinco (5) años, o desde que obtuvo la residencia permanente. Comience con su domicilio actual. Si necesita más espacio, continue en una hoja de papel por separado.

Street Number and Name, City, State, Country and Zip Code Dirección, Ciudad, Estado, País, Codigo postal	Dates (month/day/year) Fechas(mes, día, año)

List your employers during the last five (5) years. List your present or most recent employer first. If none, write "None".

If you need more space, continue on separate paper.

Haga una lista sobre de sus empleos durante los últimos cinco (5) años. Comience con su empleo actual o más reciente. Si nunca fue empleado, escriba "None". Si necesita más espacio, continúe en una hoja de papel por separado.

Employers name Nombre del Empleador	Employers address Dirección del empleador	Dates employed Duración del empleo

PART 5. Information about your marital history.
QUINTA PARTE. Información acerca de su estado civil.

A. Total number of times you have been married ________
Número de veces que ha estado casado(a)

If you are now married, complete the following regarding your husband or wife.
Si está casado(a) actualmente, complete los espacios referentes a su esposo(a).

Date of birth____________ Country of Birth ______________ Citizenship ________
Fecha de nacimiento Pais de nacimiento Ciudadania

Social Security number ______________________
Seguro social

Immigration Status ______________________
Estatus inmigratorio (en caso de no ser ciudadano(a) de los estados unidos)
Number of Número de tarjeta de residencia (A #)
Naturalización (si es aplicable)

PART 6. Information about your children.
SEXTA PARTE. Información acerca de sus hijos.

B. Total Number of Children___Complete the following information for each of your children. If the child lives with you, state "with me" in the address column; otherwise give city/state/country of child's current residence. If deceased, write "deceased" in the address column. If you need more space, continue on separate paper.

B. Número de hijos___Complete la siguiente información para cada uno de sus hijos(as). Si su hijo vive con usted, escriba "with me" en la columna correspondiente a "Address" (direccion); de otra manera díganos en qué ciudad/estado/país su hijo reside actualmente. Si su hijo(s) ha fallecido, escriba "deceased" (fallecido) en la columna "Address". Si necesita más espacio, continúe en una hoja de papel por separado.

Full name of child______________________ Nombre completo del hijo(a)	Date of birth_____ Fecha de nacimiento	Country of birth _____ Lugar de nacimiento
Citizenship Ciudadanía	A-number ______________________ Número de tarjeta de residencia	Address______________________ Dirección

---

PART 7. Additional eligibility factors.
SEPTIMA PARTE. Factores adicionales para elegibilidad.

Please answer each of the following questions. If your answer is "Yes" (Sí), explain on a separate paper.

Por favor, responda a las siguientes preguntas. Si responde a alguna de ellas con un "Yes" (Si), explíquenos en una hoja de papel aparte.

1. Are you now, or have you ever been a member of, or in any way connected with the Communist Party, or ever knowingly aided or supported the Communist Party directly, or indirectly through another organization, group or person, or ever advocated, taught, believed in, or knowingly supported or furthered the interests of communism?

1. ¿Es usted, o ha sido miembro, o de alguna manera ha estado conectado o asociado con un Partido Comunista, o concientemente ha ayudado o apoyado al Partido Comunista directamente, o indirectamente a través de otra organización, grupo o persona, o estuvo

dedicado, o aprendió, o propagó los conceptos sobre el comunismo?

2. During the period March 23, 1933 to May 8, 1945, did you serve in, or were you in any way affiliated with, either directly or indirectly, any military unit, paramilitary unit, police unit, self-defense unit, vigilante unit, citizen unit of the Nazi party or SS, government agency or office, extermination camp, concentratin camp, prisoner of war camp, prison, labor camp, detention camp or transit camp, under the control or affiliated with:

   a. The Nazi Government of Germany?
   b. Any government in any area occupied by, allied with, or established with the assistance or cooperation of, the Nazi Government of Germany?

2. ¿Durante el período Marzo 23, 1933 hasta Mayo 8, 1945, sirvió, o de alguna manera estuvo afiliado(a), directa o indirectamente, en alguna unidad militar, paramilitar, policial, de defensa propia o de vigilancia, o fue miembro del partido Nazi o de la SS, o fue parte de alguna agencia de gobierno, campo de exterminación o concentración, prisionero de guerra en campo, prisión, campo de labor o detención, o campo de tránsito, bajo el control o afiliación con:

   a. ¿El Gobierno Nazi de Alemania?
   b. ¿Cualquier gobierno en algún area ocupada o aliada, o establecida con la asistencia o cooperacion del Gobierno Nazi de Alemania ?

3. Have you at any time, anywhere, ever ordered, incited, assisted, or otherwise participated in the persecution of any person because of race, religion, national origin, or political opinion?

3. ¿Ha usted en algún momento, o en alguna parte, ordenado y/o incitado, asistido, o de alguna otra manera participado en la persecución de alguna persona por causas raciales, religiosas, de origen nacional, u opinion politica?

4. Have you ever left the United States to avoid being drafted into the U.S. Armed Forces?

4. ¿Ha salido usted de los estados unidos para evitar ser reclutado por las fuerzas armadas de dicho pais?

5. Have you ever failed to comply with Selective Service laws?
If you have registered under the Selective Service laws, complete the following information:
Selective Service Number:________Date Registered:_______
If you registered before 1978, also provide the following:
Local Board Number:_______Classification:_______

5. ¿Ha desobedecido las leyes del Servicio Selectivo?

Si se registro bajo las leyes del Servicio Selectivo, complete la siguiente información:
Número de Servicio Selectivo______fecha de registro______
Si se registró antes de 1978, denos a conocer lo siguiente:
Número de meza del servicio selectivo______ Clasificación______

6. Did you every apply for exemption from military service because of alienage, conscientious objections or other reasons?

6. ¿Solicitó usted ser excluído del servicio militar por causas ideológicas o de nacionalidad, o algún otro motivo?

7. Have you ever deserted from the military, air or naval forces of the United States?

7. ¿Ha desertado alguna vez de las fuerzas armadas de los Estados Unidos?

8. Since becoming a permanent resident, have you ever failed to file a federal income tax return?

8. ¿Desde que obtuvo su residencia permanente, se abstuvo alguna vez de reportar su declaración de impuestos?

9. Since becoming a permanent resident, have you filed a federal income tax return as a nonresident or failed to file a federal return because you considered yourself to be a nonresident?

9. ¿Desde que obtuvo su residencia permanente, reportó su declaración de impuestos como " no residente ", o se abstuvo de hacerlo porque aun no se consideraba como residente?

10. Are deportation proceedings pending against you, or have you ever been deported, or ordered deported, or have you ever applied for suspension of deportation?
10. ¿Hay algún proceso de deportación en contra suya, o alguna vez fue deportado, o hubo orden de deportación en contra suya, o solicitó alguna vez una suspensión de su deportacion?

11. Have you ever claimed in writing, or in any way, to be a United States citizen?
11. ¿Alguna vez usted ha proclamado por escrito, u otro medio, ser ciudadano de los Estados Unidos?

12. Have you ever:
    a. been a habitual drunkard?
    b. advocated or practiced polygamy?
    c. been a prostitute or procured anyone for prostitution?
    d. knowingly and for gain helped any alien to enter the U.S. illegally?
    e. been an illicit trafficker in narcotic drugs or marijuana?
    f. received income from illegal gambling?

g. given false testimony for the purpose of obtaining any immigration benefit?

12. Alguna vez usted:
  a. ¿ha sido un "borracho" habitual?
  b. ¿ha promovido o practicado la poligamia?
  c. ¿ha sido prostituta o incitado a alguien a la prostitución?
  d. ¿ha ayudado concientemente y por interés a una o más personas ingresar a los Estados Unidos ilegalmente?
  e. ¿ha traficado ilicitamente narcóticos, drogas o marihuana?
  f. ¿ha recibido ingresos ilegalmente por medio de apuestas?
  g. ¿ha dado falso testimonio con el propósito de obtener algún beneficio de inmigración?

13. Have you ever been declared legally incompetent or have you ever been confined as a patient in a mental institution?

13. ¿Alguna vez usted fue legalmente declarado como incompetente, o fue internado en alguna institución mental como paciente?

14. Were you born with, or have you acquired in same way, any title or order of nobility in any foreign State?

14. ¿Posee usted algún título u orden de nobleza en algún otro país?

15. Have you ever:
  a. knowingly committed any crime for which you have not been arrested?
  b. been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance excluding traffic regulations?

(If you anser yes to 15, in your explanation give the following information for each incident or occurence the **city, state** and **country**, where the offense took place, the **date** and **nature** of the offense, and the **outcome** or **disposition** of the case).

15. Alguna vez usted:
  a. ¿Ha cometido concientemente algún crimen por el cual no fue arrestado(a)?
  b. ¿Ha sido arrestado, citado, acusado, multado o encarcelado por romper o violar alguna ley u ordenanza, excluyendo regulaciones de tráfico?

(Si usted respondió con un "Yes"(Sí) a alguna de las preguntas del número 15, denos en su explicación por cada incidente, el nombre de la ciudad, estado y país donde ocurrió el hecho, también la fecha y naturaleza de la ofensa, y las consecuencias o dispocisiones legales del caso)

PART 8. Allegiance to the U.S

OCTAVA PARTE. Fidelidad a los Estados Unidos.

If your answer to any of the following questions is "NO", attach a full explanation:

1. Do you believe in the Constitution and form of goverment of the U.S.?
¿Cree usted en la constitución y forma de gobierno de los Estados Unidos?

2. Are you willing to take the full Oath of Allegiance to the U.S.? (see instructions)
¿Está dispuesto(a) a tomar juramento de fidelidad a los Estados Unidos? (vea las instrucciones)

3. If the law requires it, are you willing to bear arms on behalf of the U.S.?
¿Si la ley lo requiere, estará usted dispuesto a portar armas en nombre de los Estados Unidos?

4. If the law requires it, are you willing to perform noncombatant services in the armed forces of the U.S.?
¿Si la ley lo requiere, estará usted dispuesto a prestar servicios no-combatientes en las fuerzas armadas de los Estados Unidos?

5. If the law requires it, are you willing to perform work of national importance under civilian direction?
¿Si la ley lo requiere, estará usted dispuesto a hacer trabajos de importancia para la nación bajo la dirección de civiles?

PART 9. Memberships and Organizations.
NOVENA PARTE. Sociedades y Organizaciones.

A. List your present and past membership in or affiliation with every organization, association, fund, foundation, party, club, society, or similar group in the United States or in any other place. Include any military service in this part. If none, write "none". Include the name of the organization, location, dates of membership and the nature of organization. If additional space is needed, use separate paper.

A. Haga una lista de su presente y pasada afiliación con cada organización, asociación, fundación, partido, club, sociedad, o grupo similar en los Estados Unidos o cualquier otro lugar. Incluya cualquier servicio militar en esta parte: si no lo ha hecho, escriba "none"(nada). Incluya el nombre de la organización, localidad, fecha de afiliación y naturaleza de la organización. Si necesita más espacio, continue en una hoja de papel por separado.

PART 10. Complete only if you checked block "C" in Part 2.
DECIMA PARTE. Complételo solamente si usted marcó en el espacio "C" de la segunda parte.

How many of your parents are U.S. citizens?
¿Son uno o ambos padres suyos ciudadanos Estadounidenses?
one .both (Give the following about one U.S. citizen parent)
uno .ambos..(Denos la siguiente información sobre uno de sus padres que sea ciudadano estadounidense)

Apellido_______________Nombre_______________Otros nombres_______________

Dirección____

Basis for citizenship_______________Birth_______________

Razón de ciudadanía Nacimiento

Naturalization Cert. No _______________Certificado de Naturalización No.

Relationship to you (check one)

Relación con usted (marque uno)

___ natural parent _____ adoptive parent _____ parent of child legitimated after birth

padre o madre natural padre o madre adoptivo(a) padre o madre suyo(a) legitimizado después de su nacimiento.

If adopted or legitimated after birth, give date of adoption or legitimization: month/day/year.
Si fue adoptado(a) o legitimizado(a) después de su nacimiento, indique la fecha de adopción o legitimación: mes/día/año.

Does this parent have legal custody of you? _______________

El padre que nos indicó, tiene custodia legal sobre usted?

(Attach a copy of relating evidence to establish that you are the child of this U.S. citizen and evidence of this parent's citizenship.)
(Adjunte una copia del documento que compruebe que usted es hijo del ciudadano estadounidense arriba indicado, y evidencia de ciudadanía estadounidense de dicho padre.)

PART 11. Signature. (Read the information on penalties in the instructions before completing this question)

ONCEAVA PARTE. Firma. (Lea la información referente a las penalidades en el cuadro de instrucciones antes de completar esta sección)

I certify or, if outside the United States, I swear or affirm, under penalty of perjury under the laws of the United States of America that this application, and the evidence submitted with it, is all true and correct. I authorize the release of anyinformation from my records which the Immigration and Naturalization Service needs to determine eligibility for the benefit I am seeking.

Yo certifico, dentro y fuera de los Estados Unidos, que toda la información vertida en esta solicitud es verdadera, bajo pena de perjuria bajo las leyes de los Estados Unidos de América. Asimismo, autorizo para que toda mi información en dicho documento sea usada por el INS (Servicio de Inmigración y Naturalización) para que se pueda determinar mi elegibilidad para los beneficios de ciudadanía que solicito.

Please Note: If you do not completely fill out this form, or fail to submit required documents listed in the instructions, you may not be found eligible for naturalization and this application may be denied.

Por favor, note: Que si usted no ha llenado completamente esta solicitud, o no ha sometido alguno de los documentos enlistados en las instrucciones, usted podría ser encontrado " no elegible " para la ciudadanía, y esta solicitud le puede ser rechazada.

PART 12. Signature of person preparing form if other than above. (Sign below)
DOCEAVA PARTE. Firma de la persona que preparó esta solicitud, si fue preparada por otra persona. (Firma abajo)

I declare that I prepared this application at the request of the above person and it is based on all information of which I have knowledge.

Yo declaro que preparé esta applicación por la persona indicada y que es basada en toda la información de la cual yo tengo concimiento.
Signature/Firma____
Date/Fecha____
Firm Name and Address____________________________________
Nombre de la organización y dirección__________________________

DO NOT COMPLETE THE FOLLOWING UNTIL INSTRUCTED TO DO SO AT THE INTERVIEW
NO COMPLETE EL SIGUIENTE ESPACIO HASTA QUE SE LE DEN INSTRUCCIONES PARA HACERLO DURANTE LA ENTREVISTA.

I swear that I know the contents of this application, and supplemental pages 1 through ______, that the corrections , numbered 1 through _____, were made at my request, and that thi amended application, is true to the best of my knowledge and belief.
Juro que los contenidos vertidos en esta solicitud son verdaderos, y las páginas u hojas suplementarias enumeradas (indique el número en los espacios correspondientes) y correcciones también enumeradas, fueron hechas bajo mi pedido.

____
Signature of applicant

____
Firma completa del solicitante

Subscribed and sworn to me before the applicant
Suscrito y jurado a mí ante el solicitante

____
(Examiner's Signature) Date

____
(Firma del examinador) Fecha

Form N-400 (Rev. 07/17/91)N
Continued on Back

Form N-400 (Revisada 17/07/91)N
Sigue al otro lado

J.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0009
Application for Naturalization

INSTRUCTIONS

Purpose of This Form.
This form is for use to apply to become a naturalized citizen of the United States.

Who May File.
You may apply for naturalization if:

- you have been a lawful permanent resident for five years;
- you have been a lawful permanent resident for three years, have been married to a United States citizen for those three years, and continue to be married to that U.S. citizen;
- you are the lawful permanent resident child of United States citizen parents; or
- you have qualifying military service.

Children under 18 may automatically become citizens when their parents naturalize. You may inquire at your local Service office for further information. If you do not meet the qualifications listed above but believe that you are eligible for naturalization, you may inquire at your local Service office for additional information.

General Instructions.
Please answer all questions by typing or clearly printing in black ink. Indicate that an item is not applicable with "N/A". If an answer is "none," write "none". If you need extra space to answer any item, attach a sheet of paper with your name and your alien registration number (A#), if any, and indicate the number of the item.

Every application must be properly signed and filed with the correct fee. If you are under 18 years of age, your parent or guardian must sign the application.

If you wish to be called for your examination at the same time as another person who is also applying for naturalization, make your request on a separate cover sheet. Be sure to give the name and alien registration number of that person.

Initial Evidence Requirements.
You must file your application with the following evidence:

A copy of your alien registration card.

Photographs. You must submit two color photographs of yourself taken within 30 days of this application. These photos must be glossy, unretouched and unmounted, and have a white background. Dimension of the face should be about 1 inch from chin to top of hair. Face should be 3/4 frontal view of right side with right ear visible. Using pencil or felt pen, lightly print name and A#, if any, on the back of each photo. This requirement may be waived by the Service if you can establish that you are confined because of age or physical infirmity.

Fingerprints. If you are between the ages of 14 and 75, you must sumit your fingerprints on Form FD-258. Fill out the form and write your Alien Registration Number in the space marked "Your No. OCA" or "Miscellaneous No. MNU". Take the chart and these instructions to a police station, sheriff's office or an office of this Service, or other reputable person or organization for fingerprinting. (You should contact the police or sheriff's office before going there since some of these offices do not take fingerprints for other government agencies.) You must sign the chart in the presence of the person taking your fingerprints and have that person sign his/her name, title, and the date in the space provided. Do not bend, fold, or crease the fingerprint chart.

U.S. Military Service. If you have ever served in the Armed Forces of the United States at any time, you must submit a completed Form G-325B. If your application is based on your military service you must also submit Form N-426, "Request for Certification of Military or Naval Service."

Application for Child. If this application is for a permanent resident child of U.S. citizen parents, you must also submit copies of the child's birth certificate, the parents' marriage certificate, and evidence of the parents' U.S. citizenship. If the parents are divorced, you must also submit the divorce decree and evidence that the citizen parent has legal custody of the child.

Where to File.
File this application at the local Service office having jurisdiction over your place of residence.

Fee.
The fee for this application is $90.00. The fee must be submitted in the exact amount. It cannot be refunded. DO NOT MAIL CASH.

All checks and money orders must be drawn on a bank or other institution located in the United States and must be payable in United States currency. The check or money order should be made payable to the Immigration and Naturalization Service, except that:

- If you live in Guam, and are filing this application in Guam, make your check or money order payable to the "Treasurer, Guam."
- If you live in the Virgin Islands, and are filing this application in the Virgin Islands, make your check or money order payable to the "Commissioner of Finance of the Virgin Islands."

Checks are accepted subject to collection. An uncollected check will render the application and any document issued invalid. A charge of $5.00 will be imposed if a check in payment of a fee is not honored by the bank on which it is drawn.

Processing Information.

Rejection. Any application that is not signed or is not accompanied by the proper fee will be rejected with a notice that the application is deficient. You may correct the deficiency and resubmit the application. However, an application is not considered properly filed until it is accepted by the Service.

Requests for more information. We may request more information or evidence. We may also request that you submit the originals of any copy. We will return these originals when they are no longer required.

Interview. After you file your application, you will be notified to appear at a Service office to be examined under oath or affirmation. This interview may not be waived. If you are an adult, you must show that you have a knowledge and understanding of the history, principles, and form of government of the United States. There is no exemption from this requirement.

You will also be examined on your ability to read, write, and speak English. If on the date of your examination you are more than 50 years of age and have been a lawful permanent resident for 20 years or more, or you are 55 years of age and have been a lawful permanent resident for at least 15 years, you will be exempt from the English language requirements of the law. If you are exempt, you may take the examination in any language you wish.

Oath of Allegiance. If your application is approved, you will be required to take the following oath of allegiance to the United States in order to become a citizen:

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

If you cannot promise to bear arms or perform noncombatant service because of religious training and belief, you may omit those statements when taking the oath. "Religious training and belief" means a person's belief in relation to a Supreme Being involving duties superior to those arising from any human relation, but does not include essentially political, sociological, or philosophical views or merely a personal moral code.

Oath ceremony. You may choose to have the oath of allegiance administered in a ceremony conducted by the Service or request to be scheduled for an oath ceremony in a court that has jurisdiction over the applicant's place of residence. At the time of your examination you will be asked to elect either form of ceremony. You will become a citizen on the date of the oath ceremony and the Attorney General will issue a Certificate of Naturalization as evidence of United States citizenship.

If you wish to change your name as part of the naturalization process, you will have to take the oath in court.

Penalties.

If you knowingly and willfully falsify or conceal a material fact or submit a false document with this request, we will deny the benefit you are filing for, and may deny any other immigration benefit. In addition, you will face severe penalties provided by law, and may be subject to criminal prosecution.

Privacy Act Notice.

We ask for the information on this form, and associated evidence, to determine if you have established eligibility for the immigration benefit you are filing for. Our legal right to ask for this information is in 8 USC 1439, 1440, 1443, 1445, 1446, and 1452. We may provide this information to other government agencies. Failure to provide this information, and any requested evidence, may delay a final decision or result in denial of your request.

Paperwork Reduction Act Notice.

We try to create forms and instructions that are accurate, can be easily understood, and which impose the least possible burden on you to provide us with information. Often this is difficult because some immigration laws are very complex. Accordingly, the reporting burden for this collection of information is computed as follows: (1) learning about the law and form, 20 minutes; (2) completing the form, 25 minutes; and (3) assembling and filing the application (includes statutory required interview and travel time, after filing of application), 3 hours and 35 minutes, for an estimated average of 4 hours and 20 minutes per response. If you have comments regarding the accuracy of this estimate, or suggestions for making this form simpler, you can write to both the Immigration and Naturalization Service, 425 I Street, N.W., Room 5304, Washington, D.C. 20536; and the Office of Management and Budget, Paperwork Reduction Project, OMB No. 1115-0009, Washington, D.C. 20503.

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0008
Application to File Declaration of Intention

START HERE - Please Type or Print

Part 1. Information about you.

Family Name	Given Name	Middle Initial
Address - In care of		
Street Number and Name		Apt. #
City	State or Province	
Country	ZIP/Postal Code	
Date of Birth (Month/Day/Year)	Country of Birth	
Social Security #	A #	

Part 2. Processing Information.

Date you became a permanent resident (Month/Day/Year)

Since you were admitted to the United States for Permanent Residence have you been absent for a period of six months or longer? ☐ No ☐ Yes - Attach a list of departure/arrival dates of all absences

Part 3. Signature.

Read the information on penalties in the instructions before completing this section. You must be in the United States when you file this application. (Also sign the second page).

I desire to declare my intention to become a citizen of the United States. I certify under penalty of perjury under the laws of the United States of America that this application, and the evidence submitted with it, is all true and correct. I authorize release of any information from my records which the Immigration and Naturalization Service needs to determine eligibility for the benefit I am seeking.

Signature | Date

Part 4. Signature of person preparing form if other than above. (sign below)

I declare that I prepared this application at the request of the above person and it is based on all information of which I have any knowledge.

Signature | Date

Print your Name

Firm Name

Firm Address

FOR INS USE ONLY

Returned	Receipt
Resubmitted	
Reloc Sent	
Reloc Rec'd	
☐ Applicant Interviewed	
Action Block	

To Be Completed by *Attorney or Representative*, if any
☐ Fill in box if G-28 is attached to represent the applicant
VOLAG#
ATTY State License #

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Form N-300 (Rev. 10/01/91)

Continued on next page.

Part 4. Information about your residences and employment.

A. List your addresses during the last five (5) years or since you became a permanent resident, whichever is less. Begin with your current address. If you need more space, continue on separate paper:

Street Number and Name, City, State, Country, and Zip Code	Dates (month/day/year)	
	From	To

B. List your employers during the last five (5) years. List your present or most recent employer first. If none, write "None". If you need more space, continue on separate paper.

Employer's Name	Employer's Address	Dates Employed (month/day/year)		Occupation/position
	Street Name and Number - City, State and ZIP Code	From	To	

Part 5. Information about your marital history.

A. Total number of times you have been married _______ If you are now married, complete the following regarding your husband or wife.

Family name	Given name	Middle initial
Address		
Date of birth (month/day/year)	Country of birth	Citizenship
Social Security#	A# (if applicable)	Immigration status (If not a U.S. citizen)
Naturalization (if applicable) (month/day/year)	Place (City, State)	

If you have ever previously been married or if your current spouse has been previously married, please provide the following on separate paper: Name of prior spouse, date of marriage, date marriage ended, how marriage ended and immigration status of prior spouse.

Part 6. Information about your children.

B. Total Number of Children _________ Complete the following information for each of your children. If the child lives with you, state "with me" in the address column; otherwise give city/state/country of child's current residence. If deceased, write "deceased" in the address column. If you need more space, continue on separate paper.

Full name of child	Date of birth	Country of birth	Citizenship	A - Number	Address

Continued on next page

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Continued on back

Part 7. Additional eligibility factors.

Please answer each of the following questions. If your answer is **"Yes"**, explain on a separate paper.

1. Are you now, or have you ever been a member of, or in any way connected or associated with the Communist Party, or ever knowingly aided or supported the Communist Party directly, or indirectly through another organization, group or person, or ever advocated, taught, believed in, or knowingly supported or furthered the interests of communism? ☐ Yes ☐ No
2. During the period March 23, 1933 to May 8, 1945, did you serve in, or were you in any way affiliated with, either directly or indirectly, any military unit, paramilitary unit, police unit, self-defense unit, vigilante unit, citizen unit of the Nazi party or SS, government agency or office, extermination camp, concentration camp, prisoner of war camp, prison, labor camp, detention camp or transit camp, under the control or affiliated with:
    - a. The Nazi Government of Germany? ☐ Yes ☐ No
    - b. Any government in any area occupied by, allied with, or established with the assistance or cooperation of, the Nazi Government of Germany? ☐ Yes ☐ No
3. Have you at any time, anywhere, ever ordered, incited, assisted, or otherwise participated in the persecution of any person because of race, religion, national origin, or political opinion? ☐ Yes ☐ No
4. Have you ever left the United States to avoid being drafted into the U.S. Armed Forces? ☐ Yes ☐ No
5. Have you ever failed to comply with Selective Service laws? ☐ Yes ☐ No

    If you have registered under the Selective Service laws, complete the following information:

    Selective Service Number:____________________ Date Registered:____________

    If you registered before 1978, also provide the following:

    Local Board Number:____________________ Classification:______________
6. Did you ever apply for exemption from military service because of alienage, conscientious objections or other reasons? ☐ Yes ☐ No
7. Have you ever deserted from the military, air or naval forces of the United States? ☐ Yes ☐ No
8. Since becoming a permanent resident , have you ever failed to file a federal income tax return ? ☐ Yes ☐ No
9. Since becoming a permanent resident , have you filed a federal income tax return as a nonresident or failed to file a federal return because you considered yourself to be a nonresident? ☐ Yes ☐ No
10. Are deportation proceedings pending against you, or have you ever been deported, or ordered deported, or have you ever applied for suspension of deportation? ☐ Yes ☐ No
11. Have you ever claimed in writing, or in any way, to be a United States citizen? ☐ Yes ☐ No
12. Have you ever:
    - a. been a habitual drunkard? ☐ Yes ☐ No
    - b. advocated or practiced polygamy? ☐ Yes ☐ No
    - c. been a prostitute or procured anyone for prostitution? ☐ Yes ☐ No
    - d. knowingly and for gain helped any alien to enter the U.S. illegally? ☐ Yes ☐ No
    - e. been an illicit trafficker in narcotic drugs or marijuana? ☐ Yes ☐ No
    - f. received income from illegal gambling? ☐ Yes ☐ No
    - g. given false testimony for the purpose of obtaining any immigration benefit? ☐ Yes ☐ No
13. Have you ever been declared legally incompetent or have you ever been confined as a patient in a mental institution? ☐ Yes ☐ No
14. Were you born with, or have you acquired in same way, any title or order of nobility in any foreign State? ☐ Yes ☐ No
15. Have you ever:
    - a. knowingly committed any crime for which you have not been arrested? ☐ Yes ☐ No
    - b. been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance excluding traffic regulations? ☐ Yes ☐ No

(If you answer yes to 15 , in your explanation give the following information for each incident or occurrence the **city**, **state**, and **country**, where the offense took place, the **date** and **nature** of the offense, and the **outcome** or **disposition** of the case).

Part 8. Allegiance to the U.S.

If your answer to any of the following questions is **"NO"**, attach a full explanation:

1. Do you believe in the Constitution and form of government of the U.S.? ☐ Yes ☐ No
2. Are you willing to take the full Oath of Allegiance to the U.S.? (see instructions) ☐ Yes ☐ No
3. If the law requires it, are you willing to bear arms on behalf of the U.S.? ☐ Yes ☐ No
4. If the law requires it, are you willing to perform noncombatant services in the Armed Forces of the U.S.? ☐ Yes ☐ No
5. If the law requires it, are you willing to perform work of national importance under civilian direction? ☐ Yes ☐ No

Continued on back

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Part 9. Memberships and organizations.

A. List your present and past membership in or affiliation with every organization, association, fund, foundation, party, club, society, or similar group in the United States or in any other place. Include any military service in this part. If none, write "none". Include the name of organization, location, dates of membership and the nature of the organization. If additional space is needed, use separate paper.

Part 10. Complete only if you checked block " C " in Part 2.

How many of your parents are U.S. citizens? ☐ One ☐ Both (Give the following about one U.S. citizen parent:)

Family Name	Given Name	Middle Name

Address

Basis for citizenship: ☐ Birth ☐ Naturalization Cert. No.	Relationship to you (check one): ☐ natural parent ☐ adoptive parent ☐ parent of child legitimated after birth

If adopted or legitimated after birth, give date of adoption or, legitimation: *(month/day/year)* ____________________

Does this parent have legal custody of you? ☐ Yes ☐ No

(Attach a copy of relating evidence to establish that you are the child of this U.S. citizen and evidence of this parent's citizenship.)

Part 11. Signature. *(Read the information on penalties in the instructions before completing this section).*

I certify or, if outside the United States, I swear or affirm, under penalty of perjury under the laws of the United States of America that this application, and the evidence submitted with it, is all true and correct. I authorize the release of any information from my records which the Immigration and Naturalization Service needs to determine eligibility for the benefit I am seeking.

Signature	**Date**

Please Note: *If you do not completely fill out this form, or fail to submit required documents listed in the instructions, you may not be found eligible for naturalization and this application may be denied.*

Part 12. Signature of person preparing form if other than above. *(Sign below)*

I declare that I prepared this application at the request of the above person and it is based on all information of which I have knowledge.

Signature	**Print Your Name**	**Date**

Firm Name
and Address

DO NOT COMPLETE THE FOLLOWING UNTIL INSTRUCTED TO DO SO AT THE INTERVIEW

I swear that I know the contents of this application, and supplemental pages 1 through______, that the corrections , numbered 1 through______, were made at my request, and that this amended application, is true to the best of my knowledge and belief.

(Complete and true signature of applicant)

Subscribed and sworn to before me by the applicant.

(Examiner's Signature) *Date*

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U.S. Department of Justice
Immigration and Naturalization Service

OMB No. 1115-0008
Application to File Declaration of Intention

Purpose Of This Form.

This form is for a permanent resident to apply for a Declaration of Intention to become a citizen of the United States. A Declaration of Intention is not required for naturalization, but may be required by some States if you wish to engage in certain occupations or professions, or obtain various licenses.

Who May File.

If you are a lawful permanent resident over the age of 18, you may apply for a Declaration of Intention. You must be in the United States when you file this application.

Initial Evidence.

You must file your application with:

- A copy of your alien registration receipt card (I-151 or I-551) or other evidence that you are a permanent resident;
- Photos. You must submit 2 identical natural color photographs of yourself taken within 30 days of this application. The photos must have a white background, be unmounted, printed on thin paper and be glossy and unretouched. They should show a three-quarter frontal profile showing the right side of your face, with your right ear visible and with your head bare (unless you are wearing a headdress as required by a religious order of which you are a member). The photos should be no larger than 2 X 2 inches, with the distance from the top of the head to just below the chin about 1 and 1/4 inches. Lightly print your **A#** on the back of each photo with a pencil. Sign your full name in English on the front of each photograph in pen in such a manner as to not obscure your features.

Where To File.

File this application at the local Service office having jurisdiction over your place of residence.

Fee.

The fee for this petition is $70.00. The fee must be submitted in the exact amount.

It cannot be refunded. DO NOT MAIL CASH. All checks and money orders must be drawn on a bank or other institution located in the United States and must be payable in United States currency. The check or money order should be made payable to the Immigration and Naturalization Service, except that:

- If you live in Guam, and are filing this application in Guam, make your check or money order payable to the "Treasurer, Guam.
- If you live in the Virgin Islands, and are filing this application in the Virgin Islands, make your check or money order payable to the "Commissioner of Finance of the Virgin Islands."

Checks are accepted subject to collection. An uncollected check will render the application and any document issued invalid. A charge of $5.00 will be imposed if a check in payment of a fee is not honored by the bank on which it is drawn.

Processing Information.

Acceptance. Any application that is not signed or is not accompanied by the correct fee will be rejected with a notice that the application is deficient. You may correct the deficiency and resubmit the application. However, an application is not considered properly filed until accepted by the Service.

Initial processing. Once the application has been accepted, it will be checked for completeness, including submission of the required initial evidence. If you do not completely fill out the form, or file it without required initial evidence, you will not establish a basis for eligibility and we may deny your application.

Requests for more information. We may request more information or evidence, or we may request that you appear at an INS office for an interview. We may also request that you submit the originals of any copy. We will return these originals when they are no longer needed.

Decision. You will be notified in writing of the decision on your application. If your application is approved, the Declaration of Intention will be issued.

Penalties.

If you knowingly and willfully falsify or conceal a material fact or submit a false document with this request, we will deny the benefit you are filing for, and may deny any other immigration benefit. In addition, you will face severe penalties provided by law, and may be subject to criminal prosecution.

Privacy Act Notice.

We ask for the information on this form, and associated evidence, to determine if you have established eligibility for the immigration benefit you are filing for. Our legal right to ask for this information is in 8 USC 1445. We may provide this information to other government agencies. Failure to provide this information, and any requested evidence, may delay a final decision or result in denial of your request.

Paperwork Reduction Act Notice.

We try to create forms and instructions that are accurate, can be easily understood, and which impose the least possible burden on you to provide us with information. Often this is difficult because some immigration laws are very complex. The estimated average time to complete and file this petition is as follows: (1) 5 minutes to learn about the law and form; (2) 5 minutes to complete the form; and (3) 35 minutes to assemble and file the petition; for an total estimated average of 45 minutes per petition. If you have comments regarding the accuracy of this estimate, or suggestions for making this form simpler, you can write to both the Immigration and Naturalization Service, 425 I Street, N.W., Room 5304, Washington, D.C. 20536; and the Office of Management and Budget, Paperwork Reduction Project, OMB No. 1115-0008, Washington, D.C. 20503.

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U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0008
Application to File Declaration of Intention

START HERE - Please Type or Print

Part 1. Information about you.

Family Name	Given Name	Middle Initial

Address - In care of

Street Number and Name	Apt. #
City	State or Province
Country	ZIP/Postal Code
Date of Birth (Month/Day/Year)	Country of Birth
Social Security #	A #

Part 2. Processing information.

Date you became a permanent resident (Month/Day/Year)

Since you were admitted to the United States for Permanent Residence have you been absent for a period of six months or longer? ☐ No ☐ Yes - Attach a list of departure/arrival dates of all absences

Part 3. Signature.

Read the information on penalties in the instructions before completing this section. You must be in the United States when you file this application. (Also sign the second page).

I desire to declare my intention to become a citizen of the United States. I certify under penalty of perjury under the laws of the United States of America that this application, and the evidence submitted with it, is all true and correct. I authorize release of any information from my records which the Immigration and Naturalization Service needs to determine eligibility for the benefit I am seeking.

Signature	Date

Part 4. Signature of person preparing form if other than above. (sign below)

I declare that I prepared this application at the request of the above person and it is based on all information of which I have any knowledge.

Signature	Date

Print your Name

Firm Name

Firm Address

FOR INS USE ONLY

Returned	Receipt
Resubmitted	
Reloc Sent	
Reloc Rec'd	
☐ Applicant Interviewed	

Action Block

To Be Completed by *Attorney or Representative*, if any

☐ Fill in box if G-28 is attached to represent the applicant

VOLAG#

ATTY State License #

Form N-300 (Rev. 10/01/91)

Continued on next page.

U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0008
Application to File Declaration of Intention

Original to be retained by the Service -

Duplicate to be given to :

Family Name	Given Name	Middle Initial

Address - C/O

Street Number and Name	Apt. #
City	State or Province
Country	ZIP/Postal Code

Date of Birth (Month/Day/Year)	Country of Birth
Social Security #	A #

Affix
Photograph
Here

Not valid unless INS
Seal applied below

I am over the age of 18 years, have been lawfully admitted to the United States for permanent residence and am now residing in the United States pursuant to such admission.

I hereby declare my intention in good faith to become a citizen of the United States and I certify that the photographs affixed to the original and duplicate hereof are a likeness of me and were signed by me.

I do swear (affirm) that the statements I have made and the intentions I have expressed in this declaration of intention subscribed by me are true to the best of my knowledge and belief.

Signature of Applicant

Signature of Authorizing official

U.S. Department of Justice
Immigration and Naturalization Service

Application for a Certificate of Citizenship (Made on Form N-400)

OMB No. 1115-0072
Approval Expires 3/31/84

FEE STAMP

INSTRUCTIONS

1. If you are an alien who is applying for naturalization and you stated in your answer to question 36 on page 3 of your application, Form N-400, that you also desired to have a certificate of citizenship issued to one or more of your children, complete this form.
2. If more than one child is to receive a certificate of citizenship, you must complete a separate form for each child.
3. The completed form or forms should then be filed by you with your application for naturalization.
4. Fee. A fee of fifteen dollars ($15) must be paid for filing this application. (See instruction number 6 on Form N-400 regarding fees.)

(PLEASE PRINT OR TYPE)

1. Name of child ______________________
(Full true name, without abbreviations)

2. Address of child ______________________
(Number and street)
____
(City or town) *(State)* *(Zip code)*

3. Alien Registration Number, A- ______________________

4. Child's lawful admission for permanent residence was on ______________________
(Month/Day/Year)
under the name of ______________________
at ______________________
(Number and street) *(City or town)* *(State)* *(Zip code)*

5. CHILD'S PERSONAL DESCRIPTION

Sex ______ ; date of birth ______ ; country of birth ______ ; complexion ______ ;
color of eyes ______ ; color of hair ______ ; height ______ feet ______ inches; weight
______ pounds; visible distinctive marks ______ ;
marital status ______ ; issue child's certificate in the name of: ______

6. Father's name ______________________ A- ______________________
(Full true name, without abbreviations) *(Alien registration No.)*

7. Mother's Name ______________________ A- ______________________
(Full true name, without abbreviations) *(Alien registration No.)*

8. I (have) (have not) previously applied for a certificate of citizenship on ______ , at ______
(Date) *(Office)*

Signature of person preparing form, if other than applicant. I declare that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.

Signature ______________________ Date ______________________

Address of preparer, if other than applicant:
____
(Number and street) *(City or town)* *(State)* *(Zip code)*

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Signature of applicant or parent or guardian:
____

Form N-604 (Rev. 5-29-82) N

APPLICANT - DO NOT FILL IN OR SIGN ANYTHING ON THIS PAGE

EXAMINER'S REPORT AND RECOMMENDATION
(Upon Filing Petition for Naturalization)

Upon consideration of the evidence and testimony presented, records examined, and the personal appearance before me of the subject child, I find that upon the naturalization of the above named ______________________________
(father) (mother) (parents) (adoptive-father, mother, parents)
before the child's 18th birthday on ____________________ 19__, the child then still being a lawful permanent resident of the United States, the child will ____derive United States citizenship

☐ upon the naturalization of both parents.

☐ upon the naturalization of both adoptive parents

☐ upon the naturalization of the surviving ______________________________, his other parent being deceased.
(father) (mother) (adoptive father) (adoptive mother)

☐ upon the naturalization of the ______________________________, his parents being legally separated and
(father) (mother) (adoptive father) (adoptive mother)
the child being in the legal custody of said parent.

☐ upon the naturalization of the mother, the child having been born out of wedlock and paternity not having been established by legitimation.

☐ upon the naturalization of his ______________________________, his other __________ parent being
(father) (mother) (adoptive father) (adoptive mother) *(adoptive)*
a United States citizen at the time of the child's birth and never thereafter having lost such citizenship.

☐

I recommend that upon the verification of the timely naturalization of said (father) (mother) (parents) and upon satisfaction of the conditions listed herein, an "A" Certificate of Citizenship be ________ issued the child in the name of ____________________.

PERSONS EXAMINED

	(Name)	(Address)	(Relationship)	(Date)
1.				
2.				

EVIDENCE OF RECORD:
- ☐ Lawful admission, permanent residence
- ☐ Naturalization of ____________________
- ☐ Birth certificate of child ____________________
- ☐ Birth certificate of ____________________
- ☐ Parents marriage certificate ____________________
- ☐ Death certificate of ____________________
- ☐ Divorce decree of ____________________
- ☐ Adoption decree ____________________
- ☐ Other

CONDITIONS TO BE SATISFIED:
- ☐ Naturalization of ____________________
(father) (mother) (parents)
- ☐ Other

____________________ Examiner
__________ Date

CERTIFICATION OF ELIGIBILITY

I hereby certify that the petition parent(s) identified above was (were) naturalized on ____________________, 19__, in the ______________________________ *(name of court)* that the child identified above ______________ *(was) (was not)* on said date in being, under 18 years of age and a lawful permanent resident of the United States; that all conditions listed above have ________ been fully satisfied; that the said child did ________ derive United States citizenship on the date of the said naturalization in the manner described in the Examiner's Report and Recommendation's and that an "A" Certificate of Citizenship should ________ be issued and delivered to the said child.

____________________, 19 ____

____
(Signature of officer)

I do _____ concur

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____
(Title)

____________________, 19 ____

____
(District Director or Officer in Charge)

Reporting Burden

Public reporting burden for this collection of information is estimated to average one (1) hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Justice, Immigration and Naturalization Service (Room 2011), Washington, D.C. 20536; and to the Office of Management and Budget, Paperwork Reduction Project: OMB No. 1115-0018, Washington, DC 20503.

Authority for collection of information requested on this form is contained in Section 332 and 341 of the Immigration and Nationality Act (8 U.S.C. 1443 and 1452). The principal purpose for requesting the information is for use by an assigned officer of the Immigration and Naturlization Service to determine the applicant's claim to United States citizenship. The information requested may, as a matter of routine use, be disclosed to naturalization courts and to other federal, state, local or foreign law enforcement and regulatory agencies, the Department of Defense, including any component thereof, the Selective Service System, the Department of State, the Department of Treasury, the Department of Transportation, Central Intelligence Agency, Interpol and individuals and organizations in the processing of an application or petition for naturalization, or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its functions. Information solicited which indicates a violation or potential violation of law, whether civil, criminal, or regulatory in nature, may be referred, as a routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide all or any of the requested information may result in a denial of the application.

BEST COPY AVAILABLE

U.S. Department of Justice
Immigration and Naturalization Service

APPLICATION FOR CERTIFICATE OF CITIZENSHIP

INSTRUCTIONS

(Tear off this intruction sheet before filling out this form)

This form is not for children adopted by United States Citizens. It may be used for children adopted by alien parents who were later naturalized. It must be completely filled in. Print the answers in ink or use typewriter. If you do not have enough room for any answer or if the instructions tell you to use a separate sheet of paper, use another sheet this size, giving the answer the same number as the number of the question, and attach it to the application. You will later be notified to appear for examination before an officer of the Immigration and Naturalization Service. You may be requested to bring a relative or other witness to provide additional testimony.

AGE OF APPLICANT-Applicants 14 years of age or over must sign their full names, but only in the space provided on page 3 of this application. If under 14 years, only the parent or guardian must sign his or her name and only in the space provided on page 3.

FEE-A fee of ninety dollars ($90) must be paid for filing this application. It cannot be refunded regardless of the action taken on the application. DO NOT MAIL CASH. ALL FEES MUST BE SUBMITTED IN THE EXACT AMOUNT. Payment by check or money order must be drawn on a bank or other institution located in United States and be payable in United States currency. If applicant resides in Guam, check or money order must be payable to the "Treasurer Guam." If applicant resides in the Virgin Islands, check or money order must be payable to the "Commissioner of Finance of the Virgin Islands". All other applicants must make the check or money order payable to the "Immigration and Naturalization Service". When check is drawn on account of a person other than the applicant, the name of the applicant must be entered on the face of the check. If application is submitted from outside the United States, remittance may be made by bank international money order or foreign draft drawn on a financial institution in the United States and payable to the Immigration and Naturalization Service in United States currency. Personal checks are accepted subject to collectibility. An uncollectible check will render the application and any document issued pursuant thereto invalid. A charge of $5.00 will be imposed if a check in payment of a fee is not honored by the bank on which it is drawn.

PHOTOGRAPHS- You are required to send with this application three identical unglazed photographs of yourself taken within 30 days of the date of this application. These photographs must be 2 x 2 inches in size and the distance from top of head to point of chin shold be approximately 1 1/4 inches; must *not* be pasted on a card or mounted in any other way; must be on thin paper, have a light background, and clearly show a front view of your face without hat. Snapshots, groups, or full-length portraits or machine-made photographs will not be accepted. YOUR PHOTOGRAPHS MUST NOT BE SIGNED, but you should print your name and alien registration number, if any, in the center of the *back* of each photograph lightly with a soft lead pencil, taking care not to mutilate the photograph. They may be in natural color or in black and white, but black and white photographs which have been tinted or otherwise colored are not acceptable.

FACTS CONCERNING ARRIVAL IN THE UNITED STATES- Detailed information should be given in Statement 3 regarding your first arrival in the United States for permanent residence in this country. The information regarding the number of the passport and date and place of issuance does not need to be given unless you traveled on a *United States* passport at that time. If you do not know the exact date of arrival or name of the vessel or port and cannot obtain this information, give the facts of your arrival to the best of your ability. If you have an alien registration receipt card, immigrant identification card, ship's card, or baggage labels, they will help you to give this information.

NAME TO BE SHOWN ON CERTIFICATE- The certificate will be issued only in a name that you have a legal right to use.

DOCUMENTS- If your birth abroad, or the birth abroad of any person through whom citizenship is claimed, was registered with an American Consul there, submit with this application any registration form that was issued. **If any required documents were submitted to and RETAINED by the American Consul in connection with such registration, or in connection with the issuance of a United States passport or in any other official matter, and you wish to use such documents in connection with this application instead of submitting duplicate copies, merely list the documents in Statement 14 of the application and give the location of the Consulate.** If you wish to make similar use of required documents contained in any Immigration and Naturalization Service file, list them in Statement 14 and identify the file by name, number, and location. Otherwise, the documents as mentioned in the box on page 6 applicable to your case (see over) must accompany your application and, for any required document not furnished, you must explain why; what efforts you have made to get it ; and, if possible, enclose a statement from the official custodian of such records showing that the document is not available. You should also forward for consideration, in lieu of that document, a record or the affidavits described under **SECONDARY EVIDENCE**, on the reverse of this page.

If any person through whom citizenship is claimed became a citizen through his or her parent(s), but does not have a certificate of citizenship (with a number preceded by an A or AA) in his or her own name, communicate with the Immigration and Naturalization Service for information as to additional documents which must be submitted.

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INSTRUCTIONS (Continued)

Any document in a foreign language must be accompanied by a translation in English. The translator must certify that he/she is competent to translate and that the translation is accurate. Do not send a Certificate of Naturalization or Citizenship and do not make any copy of such a certificate. An interview in connection with your application will be scheduled before an officer of the Immigration and Naturalization Service, and any Certificate of Naturalization or Citizenship may be presented in person at that time. If the law does not prohibit the making of copies send in a legible copy of any document which you submit with the application, but bring the original of any submitted copy with you to the interview. The original will be returned to you and the copy retained. You may be called upon to present proof of a parent's residence or physical presence in the United States.

IF CLAIMING CITIZENSHIP THROUGH FATHER (OR BOTH PARENTS)

1. Applicant's birth certificate.
2. Marriage certificate of applicant's parents.
3. If applicant's parents were married before their marriage to each other, death certificate or divorce decree showing the termination of any previous marriage of each parent.
4. If applicant is a woman and has ever been married, her marriage certificate(s).
5. If applicant's parent(s) became citizen(s) at birth, birth certificate(s) of parent(s).
6. Death certificate(s) of applicant's parent(s), if deceased.
7. If applicant is an adopted child, applicant's adoption decree.

IF CLAIMING CITIZENSHIP THROUGH MOTHER

1. Applicant's birth certificate.
2. Marriage Certificate (s) of applicant's mother.
3. If applicant is a woman and has ever been married, her marriage certificate(s).
4. If applicant's mother became a citizen of the United States at birth, mother's birth certificate.
5. If applicant is claiming citizenship through mother's marriage before September 22, 1922, to applicant's stepfather, death certificate or divorce decree showing termination of any previous marriage (s) of mother and stepfather.
6. If applicant is claiming citizenship through mother's marriage before September 22, 1922, to applicant's stepfather and stepfather became a citizen of the United States at birth, stepfather's birth certificate.
7. Death certificate of applicant's mother, if deceased.

IF CLAIMING CITIZENSHIP THROUGH HUSBAND

(NOTE: APPLICABLE ONLY IF MARRIAGE OCCURRED PRIOR TO SEPTEMBER 22, 1922.)

1. If husband through whom citizenship is claimed became a citizen of the United States at birth, husband's birth certificate.
2. Applicant's marriage certificate(s).
3. If either applicant or the husband through whom she is claiming citizenship was married before their marriage to each other, death certificate or divorce decree showing the termination of each such prior marriage(s).
4. If applicant's marriage to the husband through whom she is claiming citizenship has terminated, death certificate or divorce decree showing such a termination.

SECONDARY EVIDENCE

If it is not possible to obtain any one of the required documents or records shown above, the following may be submitted for consideration:

1. *Baptismal certificate.*-A certificate under the seal of the church where the baptism occurred, showing date and place of the child's birth, date of baptism, the names of the godparents, if known.
2. *School record.*-A letter from the school authorities having jurisdiction over school attended (preferably the first school), showing the date of admission to the school, child's date of birth or age at that time, place of birth, and the names and places of birth of parents, if shown in the school records.
3. *Census record.*-State or Federal census record showing the name(s) and place(s) of birth, and date(s) of birth or age(s) of the person(s) listed.
4. *Affidavits.*-Notarized affidavits of two persons who were living at the time, and who have personal knowledge, of the event you are trying to prove-for example, the date and place of a birth, marriage, or death. The persons making the affidavits may be relatives and need not be citizens of the United States. Each affidavit should contain the following information regarding the person making the affidavit: His(Her) full name and address; date and place of birth; relationship to you, if any; full information concerning the event; and complete details concerning how he (she) acquired knowledge of the event.

U.S. DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

APPLICATION FOR CERTIFICATE OF CITIZENSHIP

OMB No. 1115-0018

FEE STAMP

Take or mail this application to:
IMMIGRATION AND NATURALIZATION SERVICE

Date ....

(Print or type) .... nee ....
(Full, True Name, without Abbreviations) (Maiden name, if any)

....
(Apartment number, Street address, and, if appropriate, "in care of")

....
(City) (County) (State) (ZIP Code)

....
(Telephone Number)

ALIEN REGISTRATION
No. ....

(SEE INSTRUCTIONS. BE SURE YOU UNDERSTAND EACH QUESTION BEFORE YOU ANSWER IT.)

I hereby apply to the Commissioner of Immigration and Naturalization for a certificate showing that I am a citizen of the United States of America.

(1) I was born in .... on ....
(City) (State or country) (Month) (Day) (Year)

(2) My personal description is: Sex ....; complexion ....; color of eyes ....; color of hair ....; height .... feet .... inches; weight .... pounds; visible distinctive marks .... Marital status: ☐ Single; ☐ Married; ☐ Divorced; ☐ Widow(er).

(3) I arrived in the United States at .... on ....
(City and State) (Month) (Day) (Year)

under the name .... by means of ....
(Name of ship or other means of arrival)

☐ on U.S. Passport No. .... issued to me at .... on ....;
☐ on an Immigrant Visa. ☐ Other (specify) .... (Month) (Day) (Year)

(4) FILL IN THIS BLOCK ONLY IF YOU ARRIVED IN THE UNITED STATES BEFORE JULY 1, 1924.

(a) My last permanent foreign residence was ....
(City) (Country)

(b) I took the ship or other conveyance to the United States at ....
(City) (Country)

(c) I was coming to .... at ....
(Name of person in the United States) (City and State where this person was living)

(d) I traveled to the United States with ....
(Names of passengers or relatives with whom you traveled, and their relationship to you, if any)

....

(5) Have you been out of the United States since you first arrived? ☐ Yes ☐ No. If "Yes" fill in the following information for every absence.

DATE DEPARTED	DATE RETURNED	NAME OF AIRLINE, OR OTHER MEANS USED TO RETURN TO THE UNITED STATES	PORT OF RETURN TO THE UNITED STATES

(6) I .... filed a petition for naturalization.
(have) (have not)

(If "have", attach full explanation.)

TO THE APPLICANT.—Do not write between the double lines below. Continue on next page.

ARRIVAL RECORDS EXAMINED

Card index ....
Index books ....
Manifests ....
....
....
....

ARRIVAL RECORD FOUND

Place .... Date ....
Name ....
....
Manner ....
Marital status .... Age ....
....
(Signature of person making search)

(CONTINUE HERE)

(7) I claim United States citizenship through my (*check whichever applicable*) ☐ father; ☐ mother; ☐ both parents;

☐ adoptive parent(s) ☐ husband

(8) My father's name is ....; he was born on ....
(Month) (Day) (Year)

at .... (City) (State or country); and resides at .... (Street address, city, and State or country. If dead, write

.... "dead" and date of death.) He became a citizen of the United States by ☐ birth; ☐ naturalization on .... (Month) (Day) (Year)

in the .... (Name of court, city, and State) Certificate of Naturalization No. ....;

☐ through his parent(s), and .... (was) (was not) issued Certificate of Citizenship No. A or AA ....

(If known) His former Alien Registration No. was ....

He .... (has) (has not) lost United States citizenship. (*If citizenship lost, attach full explanation.*)

He resided in the United States from .... (Year) to .... (Year); from .... (Year) to .... (Year); from .... (Year) to .... (Year);

from .... (Year) to .... (Year); from .... (Year) to .... (Year); I am the child of his .... (1st, 2d, 3d, etc.) marriage.

(9) My mother's present name is ....; her maiden name was ....;

she was born on .... (Month) (Day) (Year); at .... (City) (State or country); she resides

at .... (Street address, city, and State or country. If dead, write "dead" and date of death.) She became a citizen of the United States

by ☐ birth; ☐ naturalization under the name of ....

on .... (Month) (Day) (Year) in the .... (Name of court, city, and State)

Certificate of Naturalization No. ....; ☐ through her parent(s), and .... (was) (was not) issued Certificate

of Citizenship No. A or AA .... (If known) Her former Alien Registration No. was ....

She .... (has) (has not) lost United States citizenship. (*If citizenship lost, attach full explanation.*)

She resided in the United States from .... (Year) to .... (Year); from .... (Year) to .... (Year); from .... (Year) to .... (Year); from .... (Year)

to .... (Year); from .... (Year) to .... (Year); I am the child of her .... (1st, 2d, 3d, etc.) marriage.

(10) My mother and my father were married to each other on .... (Month) (Day) (Year) at .... (City) (State or country)

(11) If claim is through adoptive parent(s):

I was adopted on .... (Month) (Day) (Year) in the .... (Name of Court)

at .... (City or town) (State) (Country) by my .... (mother, father, parents)

who were not United States citizens at that time.

(12) My .... (father) (mother) served in the Armed Forces of the United States from .... (Date)

to .... (Date) and .... (was) (was not) honorably discharged.

(13) I .... (have) (have not) lost my United States citizenship. (*If citizenship lost, attach full explanation.*)

(14) I submit the following documents with this application:

Nature of Document	*Names of Persons Concerned*
	251

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(15) Fill in this block if your brother, sister, mother or father ever applied to the Immigration Service for a certificate of citizenship

NAME OF RELATIVE	RELATIONSHIP	Date of Birth	WHEN APPLICATION SUBMITTED	CERTIFICATE NO. AND FILE NO., IF KNOWN, AND LOCATION OF OFFICE

(16) F his block only if you are now or ever have been a married woman. I have been married .... time(s), as follows:
(1, 2, 3, etc.)

DATE MARRIED	NAME OF HUSBAND	CITIZENSHIP OF HUSBAND	IF MARRIAGE HAS BEEN TERMINATED:	
			Date Marriage Ended	How Marriage Ended (Death or divorce)

(17) Fill in this block only if you claim citizenship through a husband. *(Marriage must have occurred prior to September 22, 1922.)*

Name of citizen husband ....; he was born on ....
(Give full and complete name) (Month) (Day) (Year)

at ....; and resides at ....
(City) (State or country) (Street address, city, and State or country. If dead, write

.... He became a citizen of the United States by ☐ birth; ☐ naturalization on ....
"dead" and date of death.) (Month) (Day) (Year)

in the .... Certificate of Naturalization No. ....;
(Name of court, city, and State)

☐ through his parent(s), and .... issued Certificate of Citizenship No. A or AA ....
(was) (was not)

He .... since lost United States citizenship. *(If citizenship lost, attach full explanation.)*
(has) (has not)

I am of the .... race. Before my marriage to him, he was married .... time(s), as follows:
(1, 2, 3, etc.)

DATE MARRIED	NAME OF WIFE	IF MARRIAGE HAS BEEN TERMINATED:	
		Date Marriage Ended	How Marriage Ended (Death or divorce)

(18) Fill in this block only if you claim citizenship through your stepfather. *(Applicable only if mother married U.S. Citizen prior to September 22, 1922.)*

The full name of my stepfather is ....; he was born on ....
(Month) (Day) (Year)

at ....; and resides at ....
(City) (State or country) (Street address, city, and State or country. If dead, write

.... He became a citizen of the United States by ☐ birth; ☐ naturalization on ....
"dead" and date of death.) (Month) (Day) (Year)

in the .... Certificate of Naturalization No. ....;
(Name of court, city, and State)

☐ through his parent(s), and .... issued Certificate of Citizenship No. A or AA ....
(was) (was not)

He .... since lost United States citizenship. *(If citizenship lost, attach full explanation.)*
(has) (has not)

He and my mother were married to each other on .... at ....
(Month) (Day) (Year) (City and State or country)

My mother is of the .... race. She .... issued Certificate of Citizenship No. A ....
(was) (was not)

Before marrying my mother, my stepfather was married .... time(s), as follows:
(1, 2, 3, etc.)

DATE MARRIED	NAME OF WIFE	IF MARRIAGE HAS BEEN TERMINATED:	
		Date Marriage Ended	How Marriage Ended (Death or divorce)

(19) I .... previously applied for a certificate of citizenship on ...., at ....
(have) (have not) (Date) (Office)

(20) Signature of person preparing form, if other than applicant. I declare that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.

SIGNATURE:

ADDRESS:

DATE:

255

(SIGN HERE) ....
(Signature of applicant or parent or guardian)

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APPLICANT. – Do not fill in or sign anything on this page

AFFIDAVIT

I, the .... (Applicant, parent, guardian), do swear that I know and understand the contents of this application, signed by me, and of attached supplementary pages numbered (   ) to (   ), inclusive; that the same are true to the best of my knowledge and belief; and that corrections numbered (   ) to (   ) were made by me or at my request.

....
(Signature of applicant, parent, guardian)

Subscribed and sworn to before me upon examination of the applicant (parent, guardian) at ...., this .... day of ...., 19.... and continued solely for:

....
(Officer's Signature and Title)

REPORT AND RECOMMENDATION ON APPLICATION

On the basis of the documents, records, and persons examined, and the identification upon personal appearance of the underage beneficiary, I find that all the facts and conclusions set forth under oath in this application are .... true and correct; that the applicant did .... derive or acquire United States citizenship on .... (Month) (Day) (Year), through

and that (s)he .... (has) (has not) been expatriated since that time. I recommend that this application be .... (granted) (denied) and that .... (A) (AA) Certificate of citizenship be .... issued in the name of ....

In addition to the documents listed in Item 14, the following documents and records have been examined:

Person Examined	*Address*	*Relationship to Applicant*	*Date Testimony Heard*
....	....	....	....
	....		
....	....	....	....
	....		

Supplementary Report(s) No.(s) .... Attached.

Date ...., 19....

....
(Officer's Signature and Title)

I do .... concur in the recommendation.

Date ...., 19....

....
(Signature of District Director or Officer in Charge)

U.S. DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

APPLICATION TO FILE PETITION FOR NATURALIZATION IN BEHALF OF CHILD

PLEASE TEAR OFF THIS SHEET BEFORE SUBMITTING PETITION

OMB No. 1115–0010

INSTRUCTIONS

This application may be completed by only one citizen parent or citizen adoptive parent of the child to be naturalized, although if the other parent or the other adoptive parent is a citizen and desires to join in such action, he or she may do so. If only one parent or adoptive parent files this application, only that parent will be required to appear to file the petition for naturalization, and to be present at the hearing before the court.

Pages 1, 2 and 3 of this form must be filled out in ink or on the typewriter and signed with your full, true name(s), without abbreviations. UNLESS YOU ANSWER THE ITEMS IN FULL, IT MAY BE NECESSARY TO RETURN THE APPLICATION TO YOU. **If you do not have enough space to answer a question completely, add the word "Continued" after the answer in the Application, then finish your answer on a separate sheet of paper this size, and show on that paper the number of the question(s) you are answering, the child's name, and his or her alien registration number.**

YOU MUST SEND WITH THIS APPLICATION:

Photographs.—Three identical unglazed photographs of the child taken within 30 days of the date of this application. **These photographs must be 2 by 2 inches in size. No other size should be submitted.** The distance from the top of the head to the point of the chin should be approximately 1¼ inches. They must not be pasted on a card or mounted in any other way, must be on thin paper, must have a light background, and must clearly show a front view of the child's face without hat. They may be in natural color or in black and white, but black and white photographs which have been tinted or otherwise colored are not acceptable. Machine-made photographs are not acceptable. **Do not sign the photographs.** Using soft lead pencil to avoid mutilation of photographs, write the child's **Alien Registration number** lightly on the reverse of photographs, making sure that you place it in the center, away from the edges of the photographs.

IF THE CHILD IS 14 YEARS OF AGE OR OLDER, THE FOLLOWING MUST ALSO BE SUBMITTED:

Fingerprint Chart.—A record of the child's fingerprints, taken on the fingerprint chart furnished with this application. Write in the child's **Alien Registration number** on the chart in the space marked "Number," then take it with these instructions to any police station, sheriff's office, or office of the Immigration and Naturalization Service for fingerprinting. The child must then sign the chart in the presence of the officer taking the fingerprints, and the officer must sign his name and title and fill in the date in the space provided. Be sure the card bears the code of the office to which the application will be submitted. **Do not bend, fold, or crease the fingerprint chart.**

Biographic Information Form.—Every item in the biographic information form furnished with this application must be completed, and signed by the child on the line provided.

Alien Registration Receipt Card.—It is important that you show in the box on page 1 the name under which the child was registered under the Alien Registration Act of 1940 or a later act and the number exactly as it appears on the Alien Registration Receipt Card. **Do not send the child's card with this application.**

Authority for collection of the information requested on this form is contained in sections 322, 332, 334 and 335 of the Immigration and Nationality Act of 1952 (8 U.S.C. 1433, 1443, 1445 and 1446). Submission of the information is voluntary inasmuch as the immigration and nationality laws of the United States do not require an alien to apply for naturalization. If your Social Security Number is requested on a form, no right, benefit or privilege will be denied for your failure to provide such number. The principal purpose for which the information is solicited, is to enable designated officers of the Immigration and Naturalization Service to determine the eligibility of a natural or adopted child of a United States citizen parent, to be naturalized. All or part of the information solicited may, as a matter of routine use, be disclosed to courts, exercising naturalization jurisdiction and to other federal, state, local or foreign law enforcement and regulatory agencies, the Department of Defense, including any component thereof, the Department of State, the Department of the Treasury, Central Intelligence Agency, Interpol and individuals and organizations in the processing of the application or petition for naturalization, or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its functions. Information solicited which indicates a violation or potential violation of law, whether civil, criminal or regulatory in nature, may be referred as a routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide any or all of the solicited information may result in an adverse recommendation to the court as to the child's eligibility for naturalization and denial by the court of the petition for naturalization.

Form N-402 (Rev. 4-15-82)Y

(PLEASE TEAR OFF HERE BEFORE SUBMITTING PETITION)

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U.S. DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

APPLICATION TO FILE PETITION FOR NATURALIZATION IN BEHALF OF CHILD

Under Section 322 of the Immigration and Nationality Act

OMB No. 1115–0010

Take or Mail to:
IMMIGRATION AND NATURALIZATION SERVICE.

CHILD's NAME AND ALIEN REGISTRATION NUMBER

Name ....

No. ....

Date ...., 19.......

I (We), the undersigned, desire that a petition for naturalization be filed in behalf of my (our) child.

(1) My full, true, and correct name is ....
(Full, true name of citizen parent or citizen adoptive parent, without abbreviations)

(2) My present place of residence is ....
(Apt. No.) (Number and street) (City or town) (County) (State) (ZIP Code)

(3) I am a citizen of the United States of America and was born on .... in ....
(Month) (Day) (Year) (City, State, and Country)

(If not a native-born citizen) I was naturalized on .... at ....
(Month) (Day) (Year) (City and State)

certificate No. ...., or I became a citizen of the United States through ....

(Is the child's other parent a citizen of the United States? ☐ Yes ☐ No)

(Complete (1a) to (3a) only if second parent wishes to join in application)

(1a) My full, true, and correct name is ....
(Full, true name of second citizen parent or citizen adoptive parent, without abbreviations)

(2a) My present place of residence is ....
(Apt. No.) (Number and street) (City or town) (County) (State) (ZIP Code)

(3a) I am a citizen of the United States of America and was born on .... in ....
(Month) (Day) (Year) (City, State, and Country)

(If not a native-born citizen) I was naturalized on .... at ....
(Month) (Day) (Year) (City and State)

certificate No. ...., or I became a citizen of the United States through ....

(4) I am (We are) the parent(s) of ....
(Full, true name of child, without abbreviations)
in whose behalf this application for naturalization is filed.

(5) The said child now resides with me (us) at ....
(Apt. No.) (Number and street) (City or town)

........................, is .... and is a citizen, subject, or national of ....
(County) (State) (ZIP Code) (Married) (Single)

(6) The said child was born on .... in ....
(Month) (Day) (Year) (City and Country)

(7) The said child was lawfully admitted to the United States for permanent residence on .... at
(Month) (Day) (Year)

.... under the name of ....
(City) (State)

.... and does ...... intend to reside permanently in the United States.

(8) I (We) desire the naturalization court to change the name of the child to ....
(Give full name desired, without abbreviations)

(9) *If application is in behalf of an adopted child:*

I (We) adopted said child on .... in the ....
(Month) (Day) (Year) (Name of court)

.... at ....
(City or town) (State) (Country)

The said child has resided continuously in the United States with me (us) in my (our) legal custody since ....
(Month) (Day) (Year)

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(10) Since such child's lawful admission to the United States for permanent residence, the child has not been absent from the United States at any time except as follows (if none, state "None"): None

DEPARTED FROM THE UNITED STATES		RETURNED TO THE UNITED STATES	
PORT	DATE (MONTH, DAY, YEAR)	PORT	DATE (MONTH, DAY, YEAR)

(11) Has such child ever been a patient in a mental institution, or ever been treated for a mental illness? ☐ Yes ☐ No

(12) The law provides that a person may not be regarded as qualified for naturalization under certain conditions, if the person knowingly committed certain offenses or crimes, even though not arrested therefor. Has such child ever in or outside the United States:

(*a*) Knowingly committed any crime for which he/she has not been arrested? . . . . ☐ Yes ☐ No

(*b*) Been arrested, charged with violation of any law or ordinance, summoned into court as a defendant, convicted, fined, imprisoned, or placed on probation or parole, or forfeited collateral for any act involving a crime, misdemeanor, or breach of any law or ordinance? . . . . ☐ Yes ☐ No

If the answer to (*a*) or (*b*) is "Yes," on a separate sheet, give the following information as to each incident: when and where occurred, offense involved, and outcome of case if any.

(13) Are deportation proceedings pending against such child or has such child ever been deported or ordered deported, or has such child ever applied for suspension of deportation or for preexamination? . . . . ☐ Yes ☐ No

(14) List the child's membership in every organization, association, fund, foundation, party, club, society, or similar group in the United States and in any other place, during the past ten years, and his foreign military service. (If none, write "None.")

(*a*) ...., 19 .... to 19 ....

(*b*) ...., 19 .... to 19 ....

(*c*) ...., 19 .... to 19 ....

(*d*) ...., 19 .... to 19 ....

(15) Has such child ever served in the Armed Forces of the United States? . . . . ☐ Yes ☐ No

(16) *(Answer only if the child is of an understanding age.)* If the law requires it, is the child willing to bear arms or perform noncombatant service in the Armed Forces of the United States or perform work of national importance under civilian direction? If "No" explain fully on a separate sheet of paper . . . . ☐ Yes ☐ No

(17) Since the child's lawful admission to the United States for permanent residence, my wife (husband) and I have been absent from the United States as follows (if no absences, state "None"):

....

....

....

(18) My wife (husband) and I have been married as follows (give information as to each marriage): (Use extra sheet of paper if necessary.)

DATE MARRIED	DATE MARRIAGE ENDED	NAME OF SPOUSE	HOW MARRIAGE ENDED (Death or divorce)

BEST COPY AVAILABLE

(19) A petition for naturalization has .... previously been filed on behalf of said child on ....
(not) (Month) (Day) (Year)

at .... in .... and denied.
(City) (County) (State) (Name of court)

(Signature of 1st parent)
(Signature of 2d parent)

(Address of 1st parent)
(Address of 2d parent)

(Telephone No.) (Date)
(Telephone No.) (Date)

SIGNATURE OF PERSON PREPARING FORM, IF OTHER THAN APPLICANT(S)

I declare that this document was prepared by me at the request of the applicant(s) and is based on all information of which I have any knowledge.

(Signature) (Address) (Date)

TO APPLICANTS: DO NOT WRITE BELOW THESE LINES

AFFIDAVIT

I do swear (affirm) that I know the contents of this application comprising pages 1 to 3, inclusive, subscribed by me; that the same are true to the best of my knowledge and belief; that corrections number ( ) to ( ) were made by me or at my request; and that this application was signed by me with my full, true name.

(Complete and true signature of 1st parent)

(Complete and true signature of 2d parent)

Subscribed and sworn (affirmed) to before me at the preliminary investigation (examination) at ....
this .... day of ...., 19........

I certify that before verification the parent(s) stated in my presence that he (she they) had .... read the
(heard)
foregoing application and corrections therein and understood the contents thereof.

(Naturalization Examiner)

Nonfiled ....
....
(Date, Reasons)

Instructions to Applicant

1. **Who can file?** To use this form the child beneficiary must be an unmarried adopted child of a U.S. Citizen parent, or parents if married, born outside the U.S., under 18 years of age and residing with the parent(s) in the U.S. as a lawfully admitted permanent resident alien.

2. **What is the fee?** You must pay $85.00 to file this form. The fee will not be refunded. **Do not mail cash.** All checks or money orders must be payable in U.S. currency in the United States. Pay by check or money order in the exact amount. If the check is not honored INS will charge you $5.00. Make check or money order payable to "Immigration and Naturalization Service".

   However, if you live in Guam make it payable to "Treasurer, Guam", or if you live in the U.S. Virgin Islands make it payable to "Commissioner of Finance of the Virgin Islands".

3. **What photographs do you need?** You are required to send with this application:

   A. Three identical unglazed photographs of the adopted child taken within 30 days of the date of filing this application.

   B. They must be 2 X 2 inches in size with a distance from the top of the head to the point of the chin of 1 1/4 inches.

   C. They must be on thin paper with light background of a frontal view of the face without a hat, and not mounted in any way.

   D. The photographs must not be signed but you should print your adopted child's name and alien registration number in the center of the back of each photo with a pencil.

   E. They may be in natural color or black and white.

4. **What documents do you need?**

   A. Child's Alien Registration Card.

   B. Child's birth certificate.

   C. Final adoption decree.

   D. Evidence of U.S. citizenship of adoptive parents. If born in U.S. give INS your birth certificate. If Naturalized give INS your original Certificate of Naturalization. If born outside the U.S. and acquired through parents at birth, or derived through parent's naturalization, give INS your original Certificate of Citizenship or FS-240 (Report of Birth Abroad). In place of any of the above, you may give INS your valid unexpired U.S. passport.

5. **What if a document is not available?** If the documents needed are not available you can give INS the following (INS may require a certification from the appropriate civil authority that the document is not available.)

   A. Church record: A certificate under the seal of the church issued within two months of birth.

   B. School record: A letter from authorities of the school attended.

   C. Census records: State or Federal Census record.

   D. Affidavits: Written statements sworn or affirmed by two persons who have personal knowledge of the claimed event.

   For each document needed, give INS the original and one copy. However, if you give INS a Certificate of Naturalization or Citizenship, or Alien Registration card, give INS the original only. **Originals will be returned to you.**

6. **What are the penalties for submitting false information?** Title 18, United States Code Section 1001 states that whoever willfully and knowingly falsifies a material fact, makes a false statement, or makes use of a false document will be fined up to $10,000 or imprisoned up to five years or both.

7. **What is the authority for collecting this information?** We request information on this form to carry out the immigration laws contained in Title 8 United States Code 1304(c). We need this information to determine whether a person is eligible for immigration benefits. The information you provide may also be disclosed to other federal, state, local, and foreign law enforcement and regulatory agencies during the course of the investigation required by this Service. You do not have to give this information. However, if you refuse, your application may be denied.

8. **Reporting Burden.** Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. department of Justice, Immigration and Naturalization Service, Room 5304, Washington, D.C. 20536; and to the Office of Management and Budget, Paperwork Reduction Project: OMB NO. 1115-0152, Washington, D.C. 20503.

*U.S. GPO: 1992-342-483/72381

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Department of Justice
Immigration and Naturalization Service (INS)

OMB Approval No. 1115-0152

Application for Certificate of Citizenship
in behalf of an Adopted Child

Please read instructions before filling out this form

A # ____________
G-28 or Volag # ________

Fee Stamp

1. **The current name of the adopted child is** ______________ (LAST) (FIRST) (MIDDLE)

2. **The name at time of entry** ______________ (LAST) (FIRST) (MIDDLE)

3. **Address** ______________ (NUMBER AND STREET)
______________ (CITY) (STATE) (ZIP) (COUNTRY)

4. **Birthplace** ______________ (CITY) (COUNTRY)

5. **Birthdate** ______________ (MO/DAY/YR)

6. **Sex** ☐ M ☐ F

7. **Social Security #** ______________

8. **INS Registration #** ______________

9. **Personal Description**
Complexion ________ Eye Color ________ Hair Color ________ Height ____ Ft. ____ In. Weight ____ lbs.
Marital Status ________ Visible Marks ______________

10. **The child was adopted on** ________ (MO/DAY/YR) **in** ______________ (CITY & COUNTRY)

11. **The name of the adoptive father is** ______________ (LAST) (FIRST) (MIDDLE)
Birthplace/Birthdate ______________ (CITY) (STATE) (COUNTRY) (MO/DAY/YR)
Received U.S. Citizenship
☐ At birth in United States ☐ At birth abroad of USC parent(s) ☐ After birth, derived/naturalized
________ (CERTIFICATE #) ________ (CERTIFICATE #)

12. **The name of the adoptive mother is** ______________ (LAST) (FIRST) (MIDDLE)
Birthplace/Birthdate ______________ (CITY) (STATE) (COUNTRY) (MO/DAY/YR)
Received U.S. Citizenship
☐ At birth in United States ☐ At birth abroad of USC parent(s) ☐ After birth, derived/naturalized
________ (CERTIFICATE #) ________ (CERTIFICATE #)

13. **Adoptive parents married** ______________ (MO/DAY/YR)

14. **Phone No.** ______________

AFFIDAVIT. I, the (parent(s)/guardian) ______________ do swear or affirm, under penalty of the perjury laws of the United States, that I know and understand the contents of this application signed by me, and the attached supplementary pages numbered (   ) to (   ) inclusive; that the same are true and correct to the best of my knowledge; and that corrections numbered (   ) to (   ) were made by me or at my request.

Signature of parent(s) or guardian ______________ Date ________

DO NOT WRITE BELOW THIS LINE

Person Examined Address Relationship to Applicant

Sworn or affirmed before me on ________ at ________ (OFFICE)
I recommend Approval ____ Denial ____ of the application
Signature of Officer ______________ Title ________
I do ____ do not ____ concur in the recommendation.
Signature of District Director or Officer in Charge ______________ Date ________

Form N-643 (Rev. 04-11-91) Y

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U.S. Department of Justice
Immigration and Naturalization Service

Request for Hearing on a Decision in Naturalization Proceedings Under Section 336 of the Act

INSTRUCTIONS

1. **Filing.** You must file your request for a hearing within 30 calendar days after service of the decision (33 days if your decision was mailed) with the Immigration and Naturalization Service (INS) office which made the unfavorable decision. The date of service is normally the date of the decision. Submit an original request only. Additional copies are not required.

2. **Fee.** You must pay $110.00 to file this form. This form is to be used to appeal an unfavorable decision for an individual applicant. **The fee will not be refunded, regardless of the action taken in your case.** DO NOT MAIL CASH. All checks or money orders, whether United States or foreign, must be payable in U.S. currency at a financial institution in the United States. When a check is drawn on the account of a person other than yourself, write your name on the face of the check. If the check is not honored, INS will charge you $5.00.

   Pay by check or money order in the exact amount. Make the check or money order payable to "Immigration and Naturalization Service." However,

   A. if you live in Guam, make the check or money order payable to "Treasurer, Guam," or

   B. if you live in the United States Virgin Islands, make the check or money order payable to the "Commissioner of Finance of the Virgin Islands."

3. **Attorney or Representative.** You may, if you wish, be represented, at no expense to the government, by an attorney or other duly authorized representative. Notice of Entry of Appearance (Form G-28), that your attorney or representative must submit with a request for hearing, is available at INS offices.

4. **Brief.** You do not need to submit a brief in support of your request, but you may submit one. You may submit a simple written statement instead of a brief. You may also submit evidence. You must send your request and accompanying fee and documentation to the INS office which made the unfavorable decision. If you need more than 30 days, you must within the initial 30 day period, explain why in a separate letter attached to this form. INS may grant more time for good cause.

U.S. Department of Justice
Immigration and Naturalization Service

Request for Hearing on a Decision Naturalization Proceedings Under Section 336 of the Act

Decision: ☐ Grant ☐ Denial	Fee:

1. **In the Matter of:** (Name of Naturalization Applicant) File Number: **A -**

2. **I am filing a request for hearing on the decision dated:**

3. **Please check the one block which applies:**

☐ I ***am not submitting*** a separate brief, statement or evidence.

☐ I ***am submitting*** a separate brief, statement and/or evidence with this form.

☐ I need ______________________ days to submit a brief, statement and/or evidence to INS. (May be granted only for good cause shown. Explain in a separate letter.)

4. **Person Filing Request:**

Name (Please type or print)

Address (Street Number and Name) (Apt. Number)

(City) (State) (ZIP Code)

Signature Date (Month/Day/Year)

☐ I am an attorney or representative and I represent: *You must attach a Notice or Entry or Appearance (Form G-28) if you are an attorney or representative and did not previously submit such a form.*

(Person for whom you are appearing)

5. **Briefly, state the reason(s) for this request for a hearing:**

Form N-336 (Rev. 10/24/91) N

*U.S. GPO: 1991-312-328/51126

UNITED STATES DEPARTMENT OF JUSTICE
Immigration and Naturalization Service

OMB No. 1115-0014

APPLICATION TO PRESERVE RESIDENCE FOR NATURALIZATION PURPOSES

(Under Section 316(b) or 317, Immigration and Nationality Act)

(Please read instructions)

Take or mail to
Immigration and Naturalization Service

Fee Stamp

Alien Registration No	
Date of Birth	Place of Birth

1. My full true name is

2. My home address in the United States is
(Number and street)
(City or town) (State) (Zip code)

My foreign address (☐ is ☐ will be)
(Number and street)
(City or town) (State)

3. I am an alien. I was lawfully admitted to the United States for permanent residence at
(Port of entry) under the name of
on (Month) (Day) (Year) on the vessel (if otherwise than vessel show manner of arrival)

I have resided in and have been physically present in the United States for an uninterrupted period of at least year(s) since such lawful entry. Since the date of my lawful entry, I have been absent from the United States as follows (include date of last departure if now abroad, and if necessary attach an additional sheet to show all absences)

Date of departure	Date and port of return	Name of vessel	Purpose of trip

4. Since becoming a permanent resident, have you ever filed an income tax return as a nonresident alien or otherwise claimed or received benefits as a nonresident alien under the income tax laws? ☐ Yes ☐ No

5. I (☐ am, ☐ will be, ☐ was) employed as, or under contract as,
by (Name of employer)
address (Number and street) (City or town) (State) (Zip code)
Such employment or contract {necessitates / will necessitate / necessitated} my presence in (Country or countries)
from (Month) (Day) (Year) to (Month) (Day) (Year)

6. My absence from the United States for such periods (☐ is, ☐ will be, ☐ was)
   - ☐ on behalf of the United States Government.
   - ☐ for the purpose of carrying on scientific research on behalf of an American institution of research
   - ☐ for the purpose of engaging in the development of foreign trade and commerce of the United States on behalf of an American firm or corporation or a subsidiary thereof engaged in the development of such trade and commerce.
   - ☐ necessary to the protection of the property rights abroad of an American firm or corporation engaged in the development of foreign trade and commerce of the United States
   - ☐ on behalf of a public international organization of which the United States is a member, by which I was first employed on , 19
   - ☐ solely in my capacity as a ☐ clergyman, ☐ missionary, ☐ brother, ☐ nun, or ☐ sister

7. In support of the foregoing statement of facts I submit the following documents
(See instructions)

8. I respectfully request that you find my absence under the above-stated conditions to be in compliance with the provisions of Sec. 316(b) or 317 of the Immigration and Nationality Act.

9. The following lawful permanent resident members of my immediate family [spouse and/or child(ren) only] will be residing abroad as dependent members of my household, whom I also desire to receive the benefits hereunder:

Name	A Number	Relationship	Marital Status

Signature of Person Preparing Form, If Other Than Applicant

I declare that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge

SIGNATURE

ADDRESS DATE

Signature of Applicant

I certify that the above statements are true and correct to the best of my knowledge and belief

COMPLETE SIGNATURE OF APPLICANT

MAILING ADDRESS Number Street City State and ZIP Code DATE

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EXAMINER'S REPORT

I have investigated this application for benefits under Section [(316(b)) (317)] of the Immigration and Nationality Act and find that

1. The applicant (was) (was not) lawfully admitted for permanent residence, his status (having) (not having) changed.

2. ☐ Applicant for benefits of Section 316(b):

   (a) (Has) (Has not) resided in and been physically present in the United States for an uninterrupted period of at least one year after lawful admission for permanent residence.

   (b) (Has) (Has not) filed the application before being absent from the United States for a continuous period of one year.

   (c) [(Is) (Is not) (Will be) (Will not be)] employed or under contract as alleged in this application, and the employer or contractor named in this application (is) (is not) engaged in the type of business described in Section 316(b).

3. ☐ Applicant for the benefits of Section 317:

   (a) (Has) (Has not) been physically present and residing in the United States for an uninterrupted period of at least one year after lawful admission for permanent residence.

   (b) [(Is) (Is not) (Will be) (Will not be)] absent solely for the purpose alleged in this application, and the denomination or organization named in this application (is) (is not) of the class described in Section 317.

4. Supplemental report or order (is) (is not) attached.

5. I recommend that the application be (granted) (denied).

(Signature of Examiner)

(Title) (Date)

ORDER

It is Ordered that the within-named applicant be .... granted the benefits applied for in this application to cover absence from the United States from the date stated therein to an indefinite date thereafter so long as (s)he remains in the employment and is absent for the purposes alleged therein.

(District Director)

(Date)

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OMB No. 1115-0014

U.S. Department of Justice
Immigration and Naturalization Service

Application to Preserve Residence for Naturalization Purposes
(Under Section 316 (b) or 317, Immigration and Nationality Act)

INSTRUCTIONS

(Tear off this page and keep for your information before submitting this application.)

The evidence submitted in support of this application should be in the form of an official communication from the appropriate officer of the department or agency of the United States Government, or the public international organization, or affidavit or affidavits executed by the appropriate administrative official of the American institution or religious denomination or interdenominational mission by whom alien is, was, or will be employed or with whom he entered into the contract; or by the appropriate administrative official of the American firm or corporation, or subsidiary thereof, by whom the alien is, or will be employed. Where affidavit with respect to employment by such firm or corporation or subsidiary is made it should state:

(a) the title of the official making the affidavit, the name of the firm or corporation in which he holds office and whether he has access to the records of the same.

(b) whether the employing organization is an American firm or corporation engaged in the development of foreign trade and commerce of the United States, or subsidiary thereof.

(c) the nature of the business which is conducted by the employing organization, church, religious denomination, or interdenominational mission.

(d) if it is a corporation, the name of the State under laws of which it was organized, the date of incorporation, and that is existent.

(e) if it is a subsidiary (whether American or foreign) of an American firm or corporation, engaged in the development of foreign trade and commerce of the United States, the affidavit should be executed by an appropriate administrative official of the parent organization and should state the facts of ownership and or control of the subsidiary and the exact percentcge of stock owned by the parent organization.

(f) the facts of the applicant's employment, including the nature of the service to performed by him, during the period or periods of absence to be considered.

(g) whether the applicant will be engaged in the development of foreign trade and commerce of the United States, or the applicant's absence from the United States was or will be necessary to the protection of the property rights abroad of the employing firm or corporation or subsidiary during the period or periods of absence to be considered , or solely in his or her capacity as a regularly ordained clergyman, missionary, brother, nun, or sister: and in case of one employed by a public international organization the date when and place where applicant was first employed

FEE- A fee of ninety dollars ($90.00) must be paid for filing this application. It cannot be refunded regardless of the action taken on the application. DO NOT MAIL CASH. ALL FEES MUST BE SUBMITTED IN THE EXACT AMOUNT. Payment by check or money order must be drawn on a bank or other institution located in the United States and be payable in United States currency. If applicant resides in Guam, check or money order must be payable to the "Treasurer, Guam". If applicant resides in the Virgin Islands, check or money order must be payable to the "Commissioner of Finance of the Virgin Islands". All other applicants must make the check or money order payable to the "Immigration and Naturalization Service". When check is drawn on account of a person other than the applicant, the name of the applicant must be entered on the face of the check. If application is submitted from outside the United States, remittance may be made by bank international money order or foreign draft drawn on a financial institution in the United States and payable to the "Immigration and Naturalization Service" in United States currency. Personal checks are accepted subject to collectibility. An uncollectible check will render the application and any document issued pursuant thereto invalid. A charge of $5.00 will be imposed if a check in payment of a fee is not honored by the bank on which is drawn.

An alien admitted for permanent residence, who claimed or claims nonresident alien status under the income tax laws , may be regarded as having abandoned his/her residence in the United States and as having lost

IMPORTANT INFORMATION

his/her immigrant status under the immigration and naturalization laws. As a consequence he/she may be or become ineligible for naturalization or for preservation of residence. If you have claimed nonresident alien status, submit full explanation on a separate sheet.

An applicant is not eligible unless (1) he or she has been physically present and residing in the United States for an uninterrupted period (that is, without any absence whatever) of a least 1 year after lawful admission for permanent residence, and (2) the application is submitted to the Immigration and Naturalization Service before the applicant has been absent from the United States for a continuous period of 1 year. When furnishing information regarding absences in item 3 the applicant **MUST SHOW EACH DEPARTURE AND RETURN** to the United States, including absences to foreign contiguous countries no matter how short. However, an applicant who has been absent or is to be absent from the United States solely in his or her capacity of clergyman, missionary, brother, nun, or sister, may complete the 1 year of uninterrupted physical presence after the period of absence and may submit the application even after an absence of more than 1 year.

The Immigration and Nationality Act also requires an applicant for naturalization to have been physically present within the United States for at least one-half of the period of 5 years (or 3 years, if the applicant qualifies under the citizen-spouse section) immediately preceding the date of filing a petition for naturalization. The granting of this application does not relieve the applicant for naturalization from this physical presence requirement during the 5-or 3-year period. However, persons who are employed by, or under contract with, the Government of the United States, and persons absent in their capacities as clergymen, missionaries, brothers, nuns, or sisters, are considered as physically present in the United States during the period of approved absence for the purpose of the 50% requirement (but not for the 1 year of physical presence referred to in the paragraph immediately above). The granting of this application also does not relieve the applicant from the necessity of proving to the satisfaction of the court in which he/she files his/her petition for naturalization that his/her absence from the United States has been for the purpose stated in the application.

Approval of this application will be only for the employment and conditions stated. Any changes of employment must be approved by a new application.

Approval of this application will not relieve you of the requirement to present a valid document for reentry into the United States.

Authority for collection of the information requested on this form is contained in Sections 316, 317 and 332 of the Immigration and Nationality Act (8 U.S.C. 1427, 1428 and 1443). Submission of the information is voluntary. The principal purpose for requesting the information is to determine whether an alien, who intends to be absent from the United States for a continuous period of a year or more, is eligible to preserve for naturalization purposes. The information requested may, as a matter of routine use, be disclosed to naturalization courts and to other federal state, local or foreign law enforcement and regulatory agencies, the Department of Defense including any component thereof, the Selective Service System, the Department of State, the Department of Transportation, Central Intelligence Agency, Interpol and individuals and organizations in the processing of any application or petition for naturalization, or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its functions. Information solicited which indicates a violation or potential violation of law, whether civil, criminal or regulatory in nature, may be referred, as routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide all or any of the requested information may result in denial of the application to preserve residence for naturalization purposes.

Reporting Burden. Public reporting burden for this collection of information is estimated to average 15 minutes per response,including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U. S. Department of Justice, Immigration and Naturalization Service, Room 5304, Washington, D.C. 20536; and to the Office of Management and Budget, Paperwork Reduction Project: OMB No. 1115-0014, Washington, D. C. 20503.

*U.S. Government Printing Office: 1993 — 337-588/79147

APPENDIX D: LEGAL RESOURCES

IMMIGRATION LEGAL INFORMATION

NATIONAL DIRECTORY

Directory of Non-Profit Agencies that Assist Persons with Immigration Matters (6th ed.). (1992). Los Angeles, CA: National Immigration Law Center.

Available from
The National Immigration Law Center
1636 W. 8th Street, Suite 205
Los Angeles, CA 90017
(213) 487-2531

THE NATIONAL IMMIGRATION FORUM

The National Immigration Forum is a coalition of local immigrant and refugee coalitions, voluntary and religious organizations, labor unions, asylum projects, and local and state government agencies. They work to extend and defend the rights of immigrants and refugees and the communities that receive them. "The Forum" is a source of up-to-date information on current issues impacting immigrants and refugees.

The National Immigration Forum
220 I Street, NE, Suite 220
Washington, DC 20002
(202) 544-0004

IMMIGRANT AND REFUGEE COALITIONS

Immigrant and refugee coalitions advocate for immigrant and refugee rights locally and nationally in partnership with The National Immigration Forum. Many of them act as local clearinghouses of immigration legal information.

Chicago Coalition for Immigrant and Refugee Protection (CCIRP)
327 S. LaSalle Street, Suite 1603
Chicago, IL 60604
(312) 435-0222

Coalition for Humane Immigrants' Rights of Los Angeles
(CHIRLA)
621 Virgil Avenue
Los Angeles, CA 90005
(213) 736-1324

Coalition for Immigrant and Refugee Rights and Services
(CIRRS)
995 Market Street, 11th Floor
San Francisco, CA 94103
(415) 243-8215

Interfaith Coalition for Immigrants
21 S. Krome Avenue
Homestead, FL 33030
(305) 247-4779

Massachusetts Immigration and Refugee Advocacy Coalition
(MIRA)
178 Tremont Street, Ninth Floor
Boston, MA 02111
(617) 357-6000

New York Immigration Coalition
(NYIC)
1011 First Avenue, 12th Floor
New York, NY 10022
(212) 371-1000

North Texas Immigration Coalition
(NTIC)
3845 Oaklawn Avenue
Dallas, TX 75218
(214) 528-4870

Northwest Immigrants Rights Project
(NIRP)
909 8th Avenue
Seattle, WA 98104
(206) 587-4009

Washington Lawyer's Committee
1400 I Street, NW, Suite 450
Washington, DC 20005
(202) 682-5900

NON-PROFIT AGENCIES PROVIDING FREE OR LOW-COST ASSISTANCE WITH IMMIGRATION MATTERS

(REVISED 2-10-93 CCIRP)

Chicago Coalition for
Immigrant and Refugee Protection
327 S. LaSalle, Suite 1603
Chicago, Illinois 60604-3471
Phone: (312)435-0222 FAX: (312)435-[illegible]

KEY:
* — BIA ACCREDITED
*P — BIA ACCREDITATION APPLICATION PENDING
X — TAKES NEW CASES OF THIS TYPE
B — PROVIDES LEGAL BACKUP TO STAFF OF OTHER AGENCIES

ORGANIZATION	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Advice on public benefits/ entitlements
CATHOLIC CHARITIES/ALAC (ARCHDIOCESE LATIN AMER. COMMITTEE)* (312) 427-7078		X						X					X	X	
HIAS CHICAGO (HEBREW IMMIGRANT AID SOCIETY)* (312) 346-6700		X	X	X							X	X	X		X
#ILLINOIS MIGRANT LEGAL ASSISTANCE PROJECT/ LAFC* [all migrant/ landscaping workers only] (312) 341-9180	X						X B	X					X		X B
INTERCHURCH REFUGEE & IMMIGRATION MINISTRIES (ALTON)* (618) 463-5970		X	X	X	X	X	X	X	X	X	X	X	X	X	X
INTERCHURCH REFUGEE & IMMIGRATION MINISTRIES (CHICAGO)* (312) 989-5647		X						X			X	X	X	X	
INTERCHURCH REFUGEE & IMMIGRATION MINISTRIES (SPRINGFIELD)* (217) 522-9942		X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEGAL SERVICES CENTER FOR IMMIGRANTS/LAFC* (312) 226-0173	X B	B	B	B				X B	B	B	B		B		X B
MIDWEST IMMIGRANT RIGHTS CENTER*P (312) 435-1960	X B										X B				
TRAVELERS & IMMIGRANTS AID* (312) 435-1960	X B	X B	X B	X B	X B	X B	X B	X B	X B	X B	X B	X B	X B	B	X B
WORLD RELIEF* (312) 583-9191		X B	X B	X B	X B	X B	X B		X B	X B	X	X B	X B	X	X

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* = BIA-ACCREDITED
*P = BIA ACCREDITATION APPLICATION PENDING
X = TAKES NEW CASES OF THIS TYPE
B = PROVIDES LEGAL BACKUP TO STAFF OF OTHER AGENCIES

ORGANIZATION	Deportation Defense	Family Visa Processing I130	Affirmative Adjustment of Spouse	Family Unity I-817	IRCA Section 245A: Temporary Residenc	IRCA Section 245A: Permanent Residenc	IRCA Section 210: SAW I-698, I-90	Conditional Residents I-751	Temporary Protected Status I-821	Salvadoran DED I821	Affirmative political asylum I589	Affirmative refugee/asylee adjust. I-4	Naturalization (U.S. Citizenship) N-40	Obtaining/extending visitor's visa, I-5	Advice on Public Benefits/Entitlements
ASIAN HUMAN SERVICES (312) 728-4751		X		X	X	X	X	X					X	X	X
ASSYRIAN UNIVERSAL ALLIANCE FOUNDATION INC. (312) 274-9717		X		X	X	X							X		X
CAMBODIAN ASSOCIATION OF ILLINOIS (312) 878-7090		X										X			
CENTRO CRISTO REY (AURORA) (708) 851-3625		X	X	X	X	X	X	X	X	X			X	X	X
CENTRO de INFORMACION (ELGIN) (708) 695-9050		X		X	X	X	X	X	X	X			X	X	X
CENTRO ROMERO (312) 561-1131		X	X	X	X	X	X		X	X	X	X			X
CHINESE MUTUAL AID ASSOCIATION (312) 784-2900		X		X		X							X		
ELGIN YWCA (ELGIN) (708) 742-7930						X									
ETHIOPIAN COMMUNITY ASSOCIATION OF CHICAGO (312) 728-0303		X		X							X	X	X	X	X
HERMANDAD MEXICANA NACIONAL (312) 847-1830		X		X				X					X	X	X
LAO AMERICAN COMMUNITY SERVICES (312) 271-0004		X	X	X		X		X				X	X	X	X
POLISH AMERICAN CONGRESS (312) 631-3300		X		X	X	X	X					X	X		X
POLISH WELFARE ASSOCIATION (312) 282-8206		X	X	X	X	X	X	X				X	X	X	X
SPANISH CENTER (JOLIET) (815) 727-3683		X	X	X	X	X	X	X					X		
VIETNAMESE ASSOCIATION OF ILLINOIS (312) 728-3700		X									X	X	X		X

BEST COPY AVAILABLE

Addresses of Accredited Organizations Providing Free or Low-Cost Assistance with Immigration Matters

Archdiocesan Latin American Committee
1300 S. Wabash
Chicago, IL 60605
(312) 427-7078

Illinois Migrant Legal Assistance Project
343 S. Dearborn, Suite 700
Chicago, IL 60604
(312) 341-9180

Interchurch Refugee & Immigration Ministries
4753 N. Broadway, Suite 401
Chicago, IL 60640
(312) 989-5647

Legal Assistance Foundation of Chicago
1661 S. Blue Island
Chicago, IL 60608
(312) 226-0173

Travelers & Immigrants Aid
327 S. LaSalle, 14th Floor
Chicago, IL 60604
(312) 435-1960

World Relief
1028 College Avenue, Suite A
Wheaton, IL 60187
(708) 462-7566

Hebrew Immigrant Aid Society - Chicago
One S. Franklin Street, Suite 411
Chicago, IL 60606
(312) 346-6700

Interchurch Refugee & Immigration Ministries
550 Front Street
Alton, IL 62002
(618) 463-5970

Interchurch Refugee & Immigration Ministries
1210 S. Fifth Street
Springfield, IL 62708-4105
(217) 522-9942

Midwest Immigrant Rights Center
327 S. LaSalle, 14th Floor
Chicago, IL 60604
(312) 435-1960

World Relief
3507 W. Lawrence #206
Chicago, IL 60625
(312) 583-9191

Addresses of Non-Accredited Organizations Providing Free or Low-Cost Assistance with Immigration Matters

Asian Human Services of Chicago, Inc. (AHS)
4753 N. Broadway Avenue, Suite 632
Chicago, IL 60640
(312) 728-2235

Cambodian Association of Illinois
1105 W. Lawrence #208
Chicago, IL 60640
(312) 878-7090

Centro de Informacion y del Progresso
62 Fountain Square
Elgin, IL 60120
(708) 695-9050

Chinese Mutual Aid Association
110 W. Argyle #2S
Chicago, IL 60640
(312) 784-2900

Ethiopian Community Association
4750 N. Sheridan, Suite 249
Chicago, IL 60640
(312) 728-0303

Lao American Community Services
4750 N. Sheridan, Suite 320
Chicago, IL 60640
(312) 271-0004

Polish Welfare Association
3834 N. Cicero Avenue
Chicago, IL 60641
(312) 282-8206

Vietnamese Association of Illinois
4824 N. Broadway
Chicago, IL 60640
(312) 728-3700

Assyrian Universal Alliance Foundation, Inc.
7055 N. Clark
Chicago, IL 60626
(312) 274-9262

Centro Cristo Rey
315 N. Root Street
Aurora, IL 60505
(708) 851-3625

Centro Romero
6216 N. Clark
Chicago, IL 60660
(312) 508-5300

Elgin YWCA–Refugee Project
220 E. Chicago Street
Elgin, IL 60120
(708) 742-7930

Hermandad Mexicana Nacional
2570 S. Blue Island
Chicago, IL 60608
(312) 847-1830

Polish American Congress
5844 N. Milwaukee
Chicago, IL 60646
(312) 631-3300

The Spanish Center
309 N. Eastern
Joliet, IL 60432
(815) 727-3683

CHICAGO
COALITION for
IMMIGRANT
and REFUGEE
PROTECTION

CCIRP ATTORNEY REFERRAL LIST

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Thomas & Davidson
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MANDARIN & CANTONESE)
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Courtesy of Travelers & Immigrants Aid
and Legal Assistance Foundation of Chicago

Revised January 1993

FOR ASSORTED NON-IMMIGRATION LAW MATTERS

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Chicago, IL 60604
(312) 986-4200

Legal Assistance Foundation
of Chicago
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DIVORCE, EVICTIONS,
UNEMPLOYMENT, EMPLOYMENT
DISCRIMINATION, CONSUMER
PROTECTION, PUBLIC AID)
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ABOGADO)
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ASUNTOS DE EMPLEO)
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INJURY, WORKERS
COMPENSATION, DIVORCE,
CONSUMER PROTECTION,
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(312) 782-6066

Chicago Bar Association
Lawyer Referral Service
(312) 332-1111

Chicago Volunteer Legal
Services
332-1624, 332-1625

FOR COMPLAINTS ABOUT ATTORNEYS:

State's Attorney's Office for
Unauthorized Practice of Law
(312) 443-5960

Attorney Registration &
Disciplinary Commission
(312) 346-0690

Courtesy of Travelers & Immigrants Aid
and Legal Assistance Foundation of Chicago
Revised January 1993

APPENDIX E: CITIZENSHIP EDUCATION REFERENCES

CITIZENSHIP BIBLIOGRAPHY

The following textbooks, catalogues and publishers, and reference materials are those that are not listed on the bibliographies available from NALEO and ALRC.

TEXTBOOKS

Amnesty: A Real Life Approach. (1990). Dolores Doran de Valdez, Claudia Ridel, & Joe E. Burgos. Austin, TX: Steck-Vaughn.

The pre-literacy edition of this text presents simple civics competencies through the use of pictures, graphics, charts, and limited print. Selected pictures and exercises are useful for all ESL student performance levels.

Available from Steck-Vaughn Company, P.O. Box 2028, Austin, TX 78768. Telephone: (800) 531-5015 Texas Residents: (800) 252-9317.

Historia del Pueblo de los Estados Unidos. (1987). Dr. Jose H. Diaz Cubero. Madrid, Spain: Compania Cultural Editora y Distribuidora de Textos.

This textbook offers a general history of the United States in Spanish at a high school level. It includes numerous photographs and color maps. At the end of the text there are a series of homework assignments that correspond with different sections of the book. This textbook may be familiar to Latin American students.

Available from Tres Americas Bookstore, 3452 W. Irving Park, Chicago, IL 60618. Telephone: (312) 509-9090.

"It's Your Right" in *Choices: An ESL Lifeskills Series for Adults.* (1992). John Chapman. Chicago, IL: Contemporary Books.

This book is one in a series of lifeskills texts. It is written at an intermediate ESL level. Interactive chapter offerings which prompt critical thinking activities include freedom of speech issues, the rights of the accused, a narrative dramatizing applicants' anxieties of naturalizing, and a chapter about petitioning for relatives. Graphics create good potential for speaking, pre-reading, and problem-posing activities. Exercises consist of activities on vocabulary, real-life language, dialogues, and discussions. Written exercises are not plentiful, but the text makes use of crossword puzzles, fill-in-the-blanks, and chart reading skills.

Available from Contemporary Books, 180 N. Michigan Avenue, Chicago, IL 60601. Telephone: (800) 621-1918.

It's Yours: The Bill of Rights. (1993). Sheila Brady, Carolyn Pereira, & Diana Hess. Austin, TX: Steck Vaughn.

It's Yours: The Bill of Rights Teacher's Guide. (1993). Sheila Brady, Carolyn Pereira, & Diana Hess. Austin, TX: Steck-Vaughn.

This textbook was developed by the Constitutional Rights Foundation to teach intermediate and advanced LEP high school students about the Bill of Rights. Each unit addresses one of the amendments of the Bill of Rights through a series of exercises that develop both content and language skills. Many of the exercises use a cooperative learning methodology in which the students work together in small groups to resolve issues. There are a number of excellent exercises that help students relate issues in the Bill of Rights to their lives today. Though some are specifically oriented towards young adults, there are many exercises that are of specific relevance to adult students.

Available from Steck-Vaughn Company, P.O. Box 2028, Austin, TX 78768. Telephone: (800) 531-5015 Texas Residents: (800) 252-9317.

This Land is Your Land: Preparation for Amnesty Legalization and Citizenship. (1990). Patricia Harrington. Glenview, IL: Scott, Foresman and Company.

This text is for beginning ESL-level students. It contains excellent color photographs and concise and simple narratives about history and government learning objectives. This civics text also contains worksheets and practice INS interviews. The appendix contains sample INS questions in English and Spanish. Selected activities in this book can be used in multilevel classes.

Available from Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025 Telephone: (800) 323-9501 Illinois residents: (800) 323-5482

Lifeskills and Citizenship. (1985). Judy De Filippo. Reading, MA: Addison-Wesley Publishing Company.

This text is geared toward an intermediate ESL group. It contains excellent chapters on many lifeskills issues; however, citizenship classes would have a particular interest in the chapters about the history of immigration, the steps to citizenship, the Bill of Rights, and other chapters concerning United States history and government. This civics and lifeskills text promotes critical thinking strategies in each lesson. Graphics, time lines, and charts are plentiful. Selected lessons are appropriate for low-level ESL students.

Available from Addison-Wesley Publishing Company, Reading, MA 01867. Telephone: (800) 447-2226.

Nueva Historia de los Estados Unidos. (1986). Paul Baker & William Hall. New York, NY: Minerva Books.

This textbook is largely a Spanish language translation of an English high school textbook, *The American Experience*. There are a series of exercises for discussion at the end of each chapter and numerous illustration, drawings, graphics, and maps.

Available from Minerva Books, 137 W. 14th Street, New York, NY 10011. Telephone: (800) 345-5946.

The Uncle Sam Activity Book: Language Development Handouts to Teach U.S. History and Government. (1990). Carolyn Bohlman & Catherine Porter. Glenview, IL: Scott, Foresman and Company.

Reproducible classroom-ready activity handouts are designed for literacy, beginning, intermediate, and multilevel classes. Songs, skits, picture bingo, and listening tasks are among the fifty high-interest, interactive activities included. The accompanying tape contains patriotic songs, listening activities, and the 100 INS questions and answers for citizenship test practice.

Available from Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025. Telephone: (800) 323-9501 Illinois residents: (800) 323-5482.

U.S. Citizenship: Avenue to Progress Preparation Guide. (1991). Carnation Company. Glendale, CA: Author.

Ciudadania Estadounidense: Via al Progreso Guia Preparatoria. (1991). Carnation Company. Glendale, CA: Author.

These pamphlets contain useful information for participants about the requirements and procedures for U.S. citizenship. They can be ordered free of charge.

Available from Ms. Leticia Quezada, Community Relations Department, Carnation Company, 800 N. Brand Boulevard, Glendale, CA 91203.

When Justice is Up To You: Celebrating America's Guarantee of Trial By Jury. (1992). Association of Trial Lawyers of America. New York, NY: Author.

This text consist of a series of lessons for high school instructors. The five lessons cover different aspects of a trial by jury.

Available from Association of Trial Lawyers of America, 1050 31st Street, NW, Washington, DC 20007.

CATALOGUES AND PUBLISHERS OF HISTORY/CIVICS EDUCATION MATERIALS

Center for Civic Education Curricular Materials

This center offers a variety of law-related curriculum materials for elementary school children.

Available from Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302. Telephone: (818) 340 9320 FAX: (818) 340-2029.

Channing L. Bete Co., Inc.

This company offers illustrated comic-book style learning materials on civics issues.

Available from Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373. Telephone: (800) 628-7733

Constitutional Rights Foundation Catalog (Published annually.)

This catalog lists a variety of educational publications on law-related issues targeted to young adults.

Available from Constitutional Rights Foundation, Attn: Publications and Materials, 601 S. Kinsley Drive, Los Angeles, CA 90005. Telephone: (800) 488-4CRF FAX: (213) 386-0459.

The National Repository of Teacher-Developed Lessons on Law and Constitution Catalog (Published annually.)

This catalog lists hundreds of teacher-developed materials to teach grammar and high school students about various law-related issues. Individual lessons cost between $1 and $2 and some are available on computer disk. Each lesson has clearly identified objectives, detailed procedures, and tools for evaluation. The catalog includes a number of lessons of relevance to adults as well as to young people.

Available from Center for Research and Development in Law-Related Education, Wake Forest University School of Law, P.O. Box 7206 Reynolda Station, Winston-Salem, NC 27109. Telephone: (800) 437-1054 FAX: (919) 759-4672.

National Institute for Citizen Education in the Law (NICEL)

NICEL offers a variety of programs and publication in law-related education.

Available from NICEL, 711 G Street, SE, Washington, DC 20003. Telephone: (202) 546-6644 FAX: (202) 546-6649.

Social Studies School Service

This service offers a variety of history and civics materials for the classroom. Most are developed for elementary through high school students but can be used with adults.

Available from Social Studies School Service, 10200 Jefferson Boulevard, Culver City, CA 90232. Telephone: (800) 421-4246

West Educational Publishing

This publishing company sells a variety of materials on consumer law-related issues. Most are targeted at high school students but are also relevant for adults.

Available from West Educational Publishing, 58 W. Kellog Boulevard, P.O. Box 64779, St. Paul, MN 55164-0779. Telephone: (800) 328-2209 Minnesota Residents: (612) 688-3850 FAX: (612) 688-3938.

REFERENCE MATERIALS ON UNITED STATES HISTORY AND GOVERNMENT

Asian Americans: Emerging Minorities. (1988). Harry H. C. Kitano & Roger Daniels. Englewood Cliffs, NJ: Prentice-Hall.

Before the Mayflower: A History of Black America. (1982). Lerone Bennett, Jr. New York, NY: Penguin Books.

Bury My Heart At Wounded Knee: An Indian History of the American West. (1981). Dee Brown. New York, NY: Washington Square Press.

Eyes on the Prize: America's Civil Rights Years 1954-1965. (1987). Juan Williams. New York, NY: Penguin Books.

500 Years of Chicano History/500 Anos del Pueblo Chicano. (1991). Elizabeth Martinez (Ed.). Albuquerque, NM: Southwest Organizing Project.

Hispanic U.S.A: Breaking the Melting Pot. (1988). Thomas Weyr. New York, NY: Harper and Row.

Hold Your Tongue: Bilingualism and the Politics of "English Only." James Crawford. Reading, MA: Addison Wesley.

An Immigrant Nation: United States Regulation of Immigration, 1798-1991. (1991). Washington, DC: U.S. Department of Justice, Immigration and Naturalization Service.

Landmark Supreme Court Cases. (1987). Dons Lawson. Hillside, NJ: Enslow Publishers.

Occupied America: A History of Chicanos. (1988). Rodolfo Acuña. New York, NY: Harper & Row.

A People's History of the United States. (1980). Howard Zinn. New York, NY: HarperCollins.

Strangers from a Different Shore: A History of Asian Americans. (1989). Ronald Takaki. Boston, MA: Little Brown.

Women and Power in American History (Volume I & Volume II). Kathryn Sklar & Thomas Dublin. New York, NY: Prentice-Hall.

Women and the American Experience. (1984). Nancy Woloch. New York, NY: McGraw Hill.

PART 312—EDUCATIONAL REQUIREMENTS FOR NATURALIZATION

Sec.
312.1 Literacy requirements.
312.2 Knowledge of history and government of the United States.
312.3 Standardized citizenship testing.
312.4 Selection of interpreter.
312.5 Failure to meet educational and literacy requirements.

AUTHORITY

8 U.S.C. 1103, 1423, 1443, 1447, 1448.

§ 312.1 Literacy requirements.

(a) General. Except as otherwise provided in paragraph (b) of this section, no person shall be naturalized as a citizen of the United States upon his or her own application unless that person can demonstrate an understanding of the English language, including an ability to read, write, and speak words in ordinary usage in the English language.

(b) Exceptions. The following persons need not demonstrate an ability to read, write and speak words in ordinary usage in the English language:

(1) A person who, on the date of filing of his or her application for naturalization, is over 50 years of age and has been living in the United States for periods totalling at least 20 years subsequent to a lawful admission for permanent residence;

(2) A person who, on the date of filing his or her application for naturalization is over 55 years of age and has been living in the United States for periods totalling at least 15 years subsequent to a lawful admission for permanent residence; or

(3) A person who is physically unable to comply with the literacy requirements due to a permanent disability such as blindness or deafness. A person who has a general incapacity to learn either because of developmental disability or advanced age may not ordinarily be considered to be physically unable to comply with the literacy requirements.

(c) Literacy examination. (1) Verbal Skills. The ability of an applicant to speak English shall be determined by a designated examiner from the applicant's answers to questions normally asked in the course of the examination.

(2) Reading and writing skills. Except as noted in § 312.3, an applicant's ability to read and write English shall be tested using excerpts from one or more parts of the Service authorized Federal Textbooks on Citizenship written at the elementary literacy level, Service publications M–289 and M–291. These textbooks may be purchased from the Superintendent of Documents, Government Printing Office, Washington, DC 20402, and are available at certain public educational institutions. An applicant's writing sample shall be retained in the applicant's Service file.

[56 FR 50481, Oct. 7, 1991]

§ 312.2 Knowledge of history and government of the United States.

(a) General. No person shall be naturalized as a citizen of the United States upon his or her own application unless that person can demonstrate a knowledge and understanding of the fundamentals of the history, and of the principles and form of government, of the United States. A person who is exempt from the literacy requirement under § 312.1(b) must still satisfy this requirement.

(b) History and government examination—(1) Procedure. The examination of an applicant's knowledge of the history and form of government of the United States shall be given by a designated examiner in the English language unless:

(i) The applicant is exempt from the English literacy requirement under § 312.1(b), in which case the examination may be conducted in the applicant's native language with the assistance of an interpreter selected in accordance with § 312.4 of this part but only if the applicant's command of spoken English is insufficient to conduct a valid examination in English;

(ii) The applicant is required to satisfy and has satisfied the English literacy requirement under § 312.1(d) but the officer conducting the examination determines that an inaccurate or incomplete record of the examination would result if the examination on technical or complex issues were conducted in English. In such a case the examination may be conducted in the applicant's native language, with the assistance of an interpreter selected in accordance with § 312.4;

(iii) The applicant has met the requirements of § 312.3.

(2) Scope and substance. The scope of the examination shall be limited to subject matters covered in the Service authorized Federal Textbooks on Citizenship except for the identity of current officeholders. In choosing the subject matters, in phrasing questions and in evaluating responses, due consideration shall be given to the applicant's education, background, age, length of residence in the United States, opportunities available and efforts made to acquire the requisite knowledge, and any other elements or factors relevant to an appraisal of the adequacy of the applicant's knowledge and understanding.

[56 FR 50481, Oct. 7, 1991]

§ 312.3 Standardized citizenship testing.

(a) An applicant for naturalization may satisfy the reading and writing requirements of § 312.1 and the knowledge requirements of § 312.2 by passing a standardized citizenship test given by an entity authorized by the Service to conduct such a test. An applicant who passes a standardized citizenship test within one (1) year of the date on which he or she submits an application for naturalization shall not be reexamined at the Service naturalization interview on his or her ability to read and write English or on his or her knowledge of the history and form of government of the United States, unless the Service believes that the applicant's test results were obtained through fraud or misrepresentation. The applicant must still demonstrate his or her ability to speak English in accordance with § 312.1(c)(1). An applicant who has failed a standardized citizenship test may continue to pursue the application with the Service, and will not be prejudiced by that failure during an examination conducted by the Service under §§ 312.1 and 312.2.

(b) An applicant who has obtained lawful permanent resident alien status pursuant to section 245A of the Act, and who, at that time demonstrated English language proficiency in reading and writing, and knowledge of the government and history of the United States through either an examination administered by the Service or a standardized section 312 test authorized by the Service for use with Legalization applicants as provided in section 245A(b)(1)(D)(iii) of the Act, will not be reexamined on those skills at the time of the naturalization interview. However, such applicant must still establish eligibility for naturalization through testimony in the English language.

[56 FR 50481, Oct. 7, 1991]

§ 312.4 Selection of interpreter.

An interpreter to be used under § 312.2 may be selected either by the applicant or by the Service. However, the Service reserves the right to disqualify an interpreter provided by the applicant in order to insure the integrity of the examination. Where the Service disqualifies an interpreter, the Service must provide another interpreter for the applicant.

[56 FR 50482, Oct. 7, 1991]

§ 312.5 Failure to meet educational and literacy requirements.

(a) An applicant for naturalization who fails the English literacy or history and government test at the first examination will be afforded a second opportunity to pass the test(s) within 90 days after the first examination.

(b) If an applicant who receives notice of the second scheduled examination date fails to appear for that second examination without prior notification to the Service, the applicant will be deemed to have failed this second examination. Before an applicant may request a postponement of the second examination to a date that is more than 90 days after the initial examination, the applicant must agree in writing to waive the requirement under section 336 of the Act that the Service must render a determination on the application within 120 days from the initial interview, and instead to permit the Service to render a decision within 120 days from the second interview.

[56 FR 50482, Oct. 7, 1991]

READABILITY SCALES AS APPLIED TO CITIZENSHIP MATERIALS

About Readability Scales:

Readability scales focus on sentence length and the number of words greater than two syllables in the sample. The creators of these scales assume that early elementary students (grades 1-3) know most words of one or two syllables. This is obviously not true of a non-native speaker of English. People whose native language is from the Romance family of languages actually understand longer words more easily because of the Latin roots of these words. Thus, assuaging a readability number to a passage is not an indication of the difficulty of that passage for a non-native speaker.

A more accurate measure of passage difficulty relates to the complexity of the sentence, the background information required, and the level of critical thinking implied. The examples below are illustrative:

DIFFICULT: With care, Jefferson wrote and even revised the paper.

complex structure: indefinite modifier: "even"

DIFFICULT: The Boston Tea Party was a reaction to the Stamp Act.

The students would have to have knowledge of Indians, colonists' opinions of the Native Americans, Boston, what a "tea party" is, the tea trade in the early United States, the Stamp Act, and the idea of "no taxation without representation."

DIFFICULT: Many of the people of New York supported England in the United States Revolution. They traded with England. They were secure because of England. They often were born in England. They identified with England.

The idea of "identification" is difficult to describe even for a native speaker of the language.

SAMPLE GRADE LEVEL MATERIALS USING THE FLESCH INDEX

5.5. Grade Level
The North and South had many differences. They had different climates, economies, and attitudes. The North has colder weather than the South. This weather affected the economy. The North was involved in fishing and trading. The North had small farms which grew corn and wheat. Farmers raised livestock and sheep for wool. The North also began to develop many textile factories.

Dennis Terdy. (1986). *Content Area ESL: Social Studies* (p. 53). Palatine, IL: Linmore Publishing.

5.68 Grade Level
Martin Luther King, Jr. was a leader of the Civil Rights Movement. The people in the Civil Rights Movement wanted everyone to have equal rights in education, housing, jobs, and voting. Martin Luther King, Jr. and other people worked very hard for these rights. They worked together for peaceful change. They marched for change. In 1968, Martin Luther King, Jr. was shot and killed. We celebrate his birthday to remember his work in civil rights.

Sally Wigginton. (1989). *Look at the U.S.: Literacy Level* (p. 29). Chicago, IL: Contemporary Books.

11.2 Grade Level
In 1776, there were thirteen colonies in North America. All of the colonies wanted independence from England. Representatives of the colonies decided to write a document to declare their independence. This document is called the Declaration of Independence.

Thomas Jefferson was a representative of Virginia and he wrote most of the Declaration of Independence. Later, Thomas Jefferson became the third president of the United States.

Carole Cross & Rob Paral. (1989). *Look at the U.S. Book One* (p. 20). Chicago, IL: Contemporary Books.

4.16 Grade Level
On Labor Day we celebrate the workers of America. We do this with parades, barbecues, and picnics. Labor Day has been a national holiday since 1894.

Look at the picture of people working in the 1800s. Work was very hard then. Some people worked 15 to 16 hours a day. Many people worked six or seven days a week. Women and children worked for very little money.

Sally Wigginton. (1989). *Look at the U.S.: Literacy Level* (p. 27). Chicago, IL: Contemporary Books.

1.49 Grade Level
The flag of our country is red, white, and blue. There are seven white stripes and six red stripes. On the left-hand corner of the flag, there is a blue square. There are fifty stars. The stripes are for the first thirteen colonies. The stars are for the states. We fly our flag to celebrate our country.

Judith Diamond, Adult Learning Resource Center.

MAZE PROCEDURE

Construction

1. Select a passage.
2. Leave first sentence intact. Starting with second sentence select at random one of first five words. Delete every fifth word thereafter until there is a total of 20 deletions.
3. Substitute three alternative words for each deletion.
    - The correct word.
    - An incorrect word that is syntactically acceptable.
    - An incorrect word that is both syntactically and semantically unacceptable.
4. Order of three word choices should vary.

Scoring

1. Count number of correct responses.
2. Divide total number of deleted words into number of correct responses.

$$\text{Comprehension Score} = \frac{\text{total number of choices}}{\text{number of correct responses}}$$

Interpretation

1. Score above 85% - passage can be read with a great deal of competence.
2. Score between 60-80% - passage can be read with some competence.
3. Score below 60% - passage will probably be too difficult.

CLOZE PROCEDURE

Construction

1. Select passage of about 275 words.
2. Leave first sentence intact. Starting with the second sentence, select at random one of first five words.
3. Delete every 5th word until there is a total of 50 deleted words.
4. Leave last sentence intact.

Scoring

1. Count every exact word.
2. Multiply total number of exact words by two.

Interpretation

1. Score of 40-60% - passage can be read with some competence.
2. Score of more than 60% - passage can be read with some competence.
3. Score of less than 40% - passage will probably be too difficult.

SAMPLE CLOZE EXERCISE

Civil Rights

The Civil ____________ movement began because there ____________ discrimination against Blacks, Hispanics, Native Americans, and Asians. There was ____________ in schools, at work, and ____________ housing. There ____________ even discrimination in ____________ where people ate and at ____________ where they bought their food and clothes. The fight for ____________ rights was long, ____________, and dangerous. Although the Preamble states that the Constitution ____________ liberty and justice ____________ all, the elected government ____________ were not carrying out the basic rights.

CITIZENSHIP PROBLEM-POSING QUESTIONS

CITIZENSHIP

How do you feel about becoming a United States citizen?
How do you feel about renouncing your citizenship in your native country?
What are you most looking forward to about becoming a citizen?
What are you most fearful of?
How does becoming a U.S. citizen affect your status in your home country?

Did you vote in your native country?
Have you ever voted in the United States? (local School Council, and so on)
What was it like?
Do you plan to vote when you become a citizen?
Why is it important?

UNITED STATES GEOGRAPHY

What is the community you live in like?
Is it better to live in a community with people of all one nationality or in a mixed community?
What kinds of organizations help people in your community?
Who are they and what do they do?

What states would you drive through going from x to y?
Which states were part of the union during the Civil War?
Which states were once part of Mexico?
Is California on the East Coast or the West Coast?

IMPORTANT HISTORICAL PERSONAGES IN UNITED STATES HISTORY

Who are famous people in your native country's history?
Why were they important?
How are they the same or different than famous people from the United States?
What do they show about what is important in your native country? the United States?

NATIONAL HOLIDAYS AND SYMBOLS

What does the flag from your native country look like?
What do the symbols stand for?
How are they the same or different from those in the United States?

What kinds of holidays are celebrated in your native country?
Are any the same as in the United States?
Which holidays are religious?
Which are not?
What do you think about the national celebration of religious holidays?
Where have you seen the flag displayed in the United States?
How do people treat the flag here?
What does this tell you?
What do you think about people who burn the flag?
Is this freedom of speech?

Listen to the national anthem.
Where have you heard it before?
Where do they sing the national anthem in your native country?
Is it the same or different?
What do the words mean?
How are they similar/different from the words to your national anthem?

THE EUROPEAN SETTLEMENT OF THE AMERICAS AND THE NATIVE AMERICANS' CLAIM TO THE NEW WORLD

Why did Columbus call the native people "Indians"?
Why is Columbus called the "discoverer" of the Americas when the Americas had already been inhabited?
What did you learn about Christopher Columbus (Cristobol Colon) in your native country?

Compare *El Día De La Raza* with Columbus Day in the United States? How are they the same? Different?

Are there Native American people in your own country?
What are their lives like now? In the past?
Does anybody in class have Native American background?
What do you know about it?
What are you proud of about your background?

How was the Spanish treatment of the Native Americans different from that of the English?

How different were their perceptions of the Native Americans and their role in the development of the colonies? (The Spaniards believed that the natives were humans to be saved while the English saw them as savages.)

How did the motives of the Spaniards and the English differ in colonizing the New World?
Why do you think that is?

What is *mestizo* culture in Latin America?
Is there a *mestizo* culture in the United States?
Why do you think there is not a *mestizo* culture in the United States?

Discuss the current status of Native Americans in the United States.

Discuss the United States' penchant for naming sports teams after Native Americans (the Redskins, Seminoles, and the Indians).
What do you think about the current debate over the use of these names?

In Massachusetts and other Puritan colonies, work was considered very important for survival and for the well-being of the community. According to the Puritans, a person was judged on material successes. The Puritans felt they were chosen by God and a person that was not productive was condemned. This work ethic has become something very important in the development of the United States. Does this work ethic still exist today?
Do you think that there is more attention placed in the United States on work than in your native country?
Some people have said that in Latin America people work to live but in the United States people live to work. Is this true?
How is a person's value defined in the United States?

REVOLUTION AND THE WAR OF INDEPENDENCE FROM ENGLAND

Was your country originally a colony of another country?
How did your country gain its independence?
Was it similar to what happened in the United States?
Did you think it was possible for people to live happily in a country that was a colony of another country?

Compare the United States' struggle for independence with current struggles and revolutions in Eastern Europe and other countries.

The thirteen colonies rebelled against the English King because he demanded that they conduct business only with England. The English had a monopoly. What is a monopoly?
Why did the English want the colonies only to buy products from the mother country? How would you feel if you were only allowed to buy products from one store?
Has it ever happened to you?
Would it be sufficient motive to protest?

Are all men treated equally in the United States?
Why were women, African Americans, and Native Americans not mentioned in the Declaration of Independence?
What did life, liberty, and the pursuit of happiness mean in 1776?
What does life, liberty and the pursuit of happiness really mean to us today?
What do inalienable rights mean?
Should the government respect the rights of all people?
What does pursuit of happiness mean?
What do you need to be happy?
What type of government wants people to be happy?

What role should a government have in society?
Should it help all people equally?

The English demanded high taxes from the colonies to benefit the mother country.
What is a tax?
Why do we pay taxes when we buy things?
How does the government use our tax money?
Was the English government unfair when it collected taxes from the colonies to benefit the English government and pay the English soldiers?
Is it just for a country to tax another country and spend the money elsewhere? Has this happened in your country?
How would you feel if you paid taxes and never received services in return?
Has this ever happened to you?

When is the United States' Independence Day?
How is this day celebrated?
How have you celebrated the 4th of July?
What are the similarities and differences between the independence celebration in the United States and in your native country?
How would you compare the independence movement in the United States and Mexico?
What are the similarities and differences between Padre Hidalgo and Thomas Jefferson or Agustin Iturbide and George Washington?
How did each country benefit from independence?

Benjamin Franklin, Thomas Jefferson, George Washington, John Adams, James Madison, and Alexander Hamilton were considered the great leaders of the United States revolution. Why do you think they are considered leaders?
What do you admire about them?
Who are the important leaders in your native country?
What makes them good leaders?
What do you consider to be the qualities of a good leader?
Do you think the people from your culture and the United States value different things in their leaders?
Make a list of the characteristics of good leadership.
How do you think you have been a good leader?

THE UNITED STATES CONSTITUTION AND THE PLAN OF THE UNITED STATES GOVERNMENT

Does your home country have a Constitution?
What does it say?

Is your native country divided into states or departments?
How many?
Is there a state government and national government?
What responsibilities does each have?

How are political leaders appointed/selected in your country?
How does this compare with the United States?
What do people expect from governmental officials in your native country? in the United States?

What federal laws have impacted on your life? (IRCA, Bilingual Education Act, Taxes, and so on)
What proposed federal laws might impact your life? (NAFTA, English as the National Language)

What government services do you or your family use? local? state? federal? What laws impact on you directly? (e.g., speed limit, drinking age, or marriage law)

Have you ever been to court in the United States? What was it like?

Why do certain services pertain to the state and others to the federal government, and still others to the city or county?
For example, what would happen if the post office was run locally instead of federally? What would happen if one state delivered mail three times a week and another one daily?
Why is the garbage collection a local responsibility? What would happen if your garbage wasn't picked up?
Who would you call if it was a federal responsibility?

Which of the rights guaranteed by the Bill of Rights did you have in your home country? Which didn't you have?
Why are these protections important?
Can you think of things that are not part of the United States Bill of Rights that should be? What are they?
Freedom of the press is the right to publish any opinion as long as it does not endanger other people or property. How many newspapers and magazines have you seen in the United States?
Do they have different opinions?
Do the different channels on the television express different opinions?

Some people say that although we appear to have freedom of expression, we really don't because you need money to be on television or to have a magazine and only those with enough money can afford to publish or broadcast their views. Do you agree or disagree?

Have you ever participated in a protest or signed a petition? What for? What was your experience like?
Did you achieve your goal?
Do you think you made a difference?

AN OVERVIEW OF THE HISTORY OF THE UNITED STATES, 1800-1993

Has anyone in your family been an owner of land or shared in the ownership of communal land?
How did they feel about their land?
What do you think about what happened to the Native American people and their land as the country grew?
What happened to the native people in your country?

If you are from Mexico, what did you hear about the Texas War of Independence and the United States-Mexico War in school?

Was there slavery in your country at one time?
What was it like?
When did it end?

Are you a member of a labor union?
Were you a member of a labor union in your native country?
How was it similar or different from the unions in the United States?

Do you think it was right for the United States to drop the atomic bombs on Hiroshima and Nagasaki?
Why or why not?

In your country, what were you told about the "Cold War" or the friction between the United States and the Soviet Union?

Are there minority groups in your country?
Have they organized to defend their civil rights?
Are there people in the United States who have organized to defend the rights of your ethnic group?
Who are they?
What have they done?
Do you agree or disagree with their actions?
Why?

CITIZENSHIP EXAMINATION

Name______________________________ Date____________________

1. The colors of the U.S. flag are
   - a. red, white and blue
   - b. red and white
   - c. blue, white, and yellow

2. There are _____ states in the U.S.
   - a. 13
   - b. 24
   - c. 50

3. The stars on the flag represent
   - a. 50 U.S. states
   - b. 13 colonies
   - c. Congress

4. The stripes on the flag represent
   - a. 50 U.S. states
   - b. 13 colonies
   - c. Congress

5. We celebrate ____ on July 4th.
   - a. Thanksgiving
   - b. Veteran's Day
   - c. Independence Day

6. The U.S. became independent from
   - a. England
   - b. Spain
   - c. Germany

7. The first President of the U.S. was
   - a. Abraham Lincoln
   - b. Thomas Jefferson
   - c. George Washington

8. The current President is
   - a. George Bush
   - b. Bill Clinton
   - c. Sandra Day O'Connor

9. The current Vice-President is
   - a. Al Gore
   - b. Ronald Reagan
   - c. John Kennedy

10. The _____ elects the U.S. President
    - a. Congress
    - b. Electoral College
    - c. Supreme Court

11. If the President dies, the ____ takes over
    - a. Speaker of the House
    - b. Vice-President
    - c. Secretary of State

12. The President is elected for ____ years.
    - a. six years
    - b. two years
    - c. four years

13. Senators are elected for ____ years.
   a. six years
   b. two years
   c. four years

14. Representatives are elected for ____ years.
   a. six years
   b. two years
   c. four years

15. The Constitution is the
   a. Supreme Law of the Land
   b. Judiciary
   c. Form of government

16. The Constitution ____ be changed.
   a. can
   b. cannot

17. A change to the Constitution is called
   a. a rule
   b. an amendment
   c. a right

18. There are ____ amendments to the Constitution
   a. 18
   b. 26
   c. 13

19. There are ____ branches of government.
   a. 1
   b. 2
   c. 3

20. The names of the branches of government are
   a. President, Vice-President, and Secretary of State
   b. Democratic, Republican and Independent
   c. legislative, executive, and judiciary

21. The Legislative Branch is the
   a. Supreme Court
   b. President
   c. Congress

22. There are ____ Senators.
   a. 100
   b. 435
   c. 50

23. There are ____ Representatives.
   a. 100
   b. 435
   c. 50

24. The ____ make(s) the laws.
   a. Congress
   b. President
   c. Supreme Court

25. The ____ sign(s) the laws.
   a. Congress
   b. President
   c. Supreme Court

26. The ____ interprets the laws.
a. Congress
b. President
c. Supreme Court

27. The two Senators from Illinois are
a. George Bush and Dan Quayle
b. Bill Clinton and Al Gore
c. Paul Simon and Carol Moseley-Braun

28. The Judiciary Branch is the
a. Supreme Court
b. President
c. Congress

29. The Bill of Rights are the
a. Preamble
b. First ten amendments
c. Independence Day

30. The capital of Illinois is
a. Washington, DC
b. Chicago
c. Springfield

31. The current Governor of Illinois is
a. Hillary Clinton
b. Ronald Reagan
c. Jim Edgar

32. The Chief Justice of the Supreme Court is
a. William Rehnquist
b. Sandra Day O'Connor
c. Thurgood Marshall

33. The ____ takes over if the President and the Vice-President should die.
a. Chief Justice
b. Secretary of State
c. Speaker of the House

34. ______ was not an original colony.
a. California
b. New York
c. Virginia

35. The enemies of the U.S. during WWII were
a. Cuba and Russia
b. Germany, Italy and Japan
c. England, Spain, and Portugal

36. The 49th and 50th states were
a. California and Texas
b. Illinois and Wisconsin
c. Hawaii and Alaska

37. The Chief Executive Officer of the U.S. is
a. Henry Ford
b. Bill Clinton
c. Ross Perot

38. Martin Luther King was a
a. civil rights leader
b. famous businessman
c. Senator

39. Supreme Court Justices are appointed by
    a. Congress
    b. the President
    c. the Supreme Court

40. There are ____ Supreme Court Justices.
    a. 7
    b. 9
    c. 12

41. The Pilgrims came to the U.S. to
    a. have religious freedom
    b. take a vacation
    c. look for gold

42. The ____ is the Chief Executive of the state.
    a. Senator
    b. Mayor
    c. Governor

43. The ____ is the Chief Executive of a city.
    a. Senator
    b. Mayor
    c. Governor

44. The requirements to be the President are
    a. be born in the U.S.
    b. be 35 years old
    c. live in the U.S. for at least 14 years
    d. all of the above

45. The main writer of the Declaration of Independence was
    a. George Washington
    b. Thomas Jefferson
    c. Abraham Lincoln

46. _____ is the national anthem of the U.S.
    a. America
    b. Yankee Doodle Dandy
    c. The Star Spangled Banner

47. Freedom of Speech comes from the
    a. Bill of Rights
    b. National Anthem
    c. Supreme Court

48. The minimum voting age in the U.S. is
    a. 16
    b. 18
    c. 21

49. The highest court in the U.S. is
    a. Court of Appeals
    b. Supreme Court
    c. Municipal Court

50. The Emancipation Proclamation
    a. freed the slaves
    b. gave women the right to vote
    c. established the Bill of Rights

51. The President during the Civil War was
    a. John Kennedy
    b. George Washington
    c. Abraham Lincoln

52. The President called "Father of our country" was

a. John Kennedy
b. George Washington
c. Abraham Lincoln

52. The U.S. has a ____ government.

a. Communist
b. Republican
c. Monarchy

53. The ____ form is used to apply for citizenship.

a. N-400
b. W-2
c. I-680

54. The Bill of Rights protects

a. Freedom of speech
b. Freedom of Religion
c. Freedom of the Press
d. All of the above

55. Columbus sailed to America in

a. Pinta
b. Nina
c. Santa Maria
d. All of the above

56. The Constitution was written in

a. 1776
b. 1787
c. 1492

57. The 13 original states were called the

a. cities
b. stripes
c. colonies

58. The President's official home is

a. The White House
b. The Senate
c. The Congress

59. Congress meets in

a. New York City
b. Washington, DC
c. Los Angeles

60. We vote for the U.S. President in

a. January
b. March
c. November

SAMPLE INS INTERVIEW DIALOGUE

Examiner: Please remain standing and raise your right hand.

Applicant: (Remains standing.)

Examiner: Do you promise to tell the truth and nothing but the truth so help you God.

Applicant: Yes, I do.

Examiner: You may sit down.

Applicant: (Sits down.)

Examiner: Do you understand what an oath is?

Applicant: Yes, it's like a promise to tell the truth.

Examiner: Right. Now can I see your alien registration card, your passport, and any other identification you brought with you today.

Applicant: (Hands over information.)

Examiner: Do you plan to keep your name the same?

Applicant: Yes.

Examiner: You're here today for your naturalization interview. Why do you want to be a citizen?

Applicant: Because I want to bring my parents here, and I want to be able to vote.

Examiner: Now we're going to go over your application to see if there are any changes since you submitted it to the Immigration and Naturalization Service. Do you still live at this same address?

Applicant: No, I have moved. Here is my new address.

Examiner: When did you move?

Applicant: October 1.

Examiner: Your birthdate is January 23, 1956?

Applicant: Yes.

Examiner: You have been a permanent resident since 1985?

Applicant: Yes.

Examiner: You came into the United States through Laredo?

Applicant: Yes.

Examiner: Are you currently married?

Applicant: No.

Examiner: Going over the balance of your application, I see that you got your residence from your LPR wife. She petitioned for you. Do you have your divorce decree?

Applicant: Yes, here it is.

Examiner: For how long were you married?

Applicant: Eight years.

Examiner: Did you live with each other for the duration of your marriage?

Applicant: Yes.

Examiner: Why did you get divorced?

Applicant: We had problems.

Examiner: You have three children?

Applicant: Yes.

Examiner: Do you have evidence of child support?

Applicant: Yes. (Hands over canceled checks paid to the mother.)

Examiner: You have been absent from the United States three times?

Applicant: Yes, I went on vacation to Mexico three times.

Examiner: How long were you gone?

Applicant: My trips ranged from two to six weeks.

Examiner: May I see your passport. (Verifies that information is accurate.)

Examiner: Have you ever been deported by immigration?

Applicant: Yes, a long time ago.

Examiner: When was that?

Applicant: I'm not sure. About 1978.

Examiner: Are you sure?

Applicant: I think so.

Examiner: Was it deportation or voluntary departure?

Applicant: I don't know.

Examiner: Did you have to go in front of a judge?

Applicant: No. I was arrested on the border in Texas and returned to Mexico.

Examiner: Then it was voluntary departure. Have you ever been arrested? It is very important that you tell me about all arrests.

Applicant: I was arrested once for disorderly conduct but they let me go.

Examiner: When did that happen?

Applicant: A couple of years ago.

Examiner: Any other times. You see, when you apply for citizenship we get your fingerprint chart. That goes to the FBI for a check. Any discrepancies in what you tell me can cause you to be barred from naturalization so I want you to think. Are there any other charges of a criminal nature?

Applicant: No, that is all.

Examiner: Do you have any traffic violations in which your driver's license was taken away?

Applicant: No.

Examiner: I can't proceed with your application until I get a deposition of your arrest so I know what the court said.

Applicant: Here it is.

Examiner: This looks alright. Do you pay your taxes every year?

Applicant: Yes.

Examiner: Would you help protect America?

Applicant: Yes.

Examiner: Now I'm going to ask you a few questions about United States government and history. Who wrote the Declaration of Independence?

Applicant: Thomas Jefferson.

Examiner: Who is the chief executive officer of the United States government?

Applicant: Bill Clinton.

Examiner: Who is the mayor of Chicago?

Applicant: Richard Daley.

Examiner: Who was the President during the Civil War?

Applicant: Abraham Lincoln.

Examiner: Who are the two senators from Illinois?

Applicant: Paul Simon and I can't remember the other one.

Examiner: Well, she is very famous because she is the first African-American woman senator.

Applicant: Oh, you mean Carol Mosely Braun.

Examiner: Yes. What does the word legislative mean?

Applicant: It's where the Supreme Court is.

Examiner: No, that's the judicial branch. It's very important that you understand the branches of government. Now the legislative branch is the Congress. What are the two houses of Congress.

Applicant: The Senate and the House of Representatives.

Examiner: Good. Now I want you to write a sentence right here. "My children go to school every day."

Applicant: (Writes sentence correctly.)

Examiner: Good. I want you to sign your name right here. Then sign it on the margin of each of these photos. Script, not print. Now, look this over. (Hands over oath.) This says that you will give up your Mexican citizenship, that you will help protect America, and that you will be a good citizen. I want you to sign it here and then date it. The date is October 25, 1993. You're going to come back to Immigration for your swearing in on January 5. You'll need to bring your green card because you will give it to us. You can register to vote after the ceremony and you can get a passport across the street. You can bring your children or friends with you and you can take pictures.

Applicant: OK. Thank you.

THE STAR SPANGLED BANNER (National Anthem)

This words to this song were written by Francis Scott Key during the battle of the War of 1812 fought between England and the United States. Key was inspired while being held prisoner by the English on a ship. The music was written in 1933.

Oh say can you see
By the dawn's early light
What so proudly we hailed
At the twilight's last gleaming
Whose broad stripes and bright stars
Through the perilous fight
O'er the ramparts we watched
Were so gallantly streaming
And the rockets red glare
The bombs bursting in air
Gave proof through the night
That our flag was still there
Oh say does that star spangled banner yet wave
O'er the land of the free
And the home of the brave

BANDERA ADORNADA DE ESTRELLAS (Himno Nacional)

Este poema fué escrito por Francis Scott Key durante una batalla en la Guerra de 1812 entre los Estados Unidos e Inglaterra. El se inspiró mientras era prisionero de los Ingleses en un barco, y desde allí observando la bandera y admirando el paisaje al atardecer, escribió este poema. Se le puso música en 1933 y pasó a ser el himno nacional.

Oh, dí puedes ver
Por la temprana luz de la alborada
Lo que tan orgullosamente saludábamos
Al último crepúsculo destellante
De quién las anchas franjas y brillantes estrellas
A pesar de la peligrosa batalla
Sobre la muralla nosotros observamos
Estaba galantemente ondeando en el aire
Y el resplandor rojo de los cohetes
Las bombas explotando en el aire
Comprobaron a travez de la noche
Que nuestra bandera allí estaba
Oh, dí esa bandera adornada de estrellas todavia ondea
Sobre la tierra de los libres
Y el hogar de los valientes.

OH BEAUTIFUL

O beautiful for spacious skies,
For amber waves of grain,
For purple mountains majesties,
Above the fruited plain.
America! America!
God shed His grace on thee,
And crown thy good with brotherhood,
From sea to shining sea.

O beautiful for pilgrim feet whose stern impassioned stress
A thoroughfare for freedom beat across the wilderness
America! America! God mend thine every flaw
Confirm thy soul in self control, thy liberty in law

O beautiful for heroes proved in liberating strife
Who more than self their country loved and mercy more than life
America! America! may God thy gold refine
Til all success be nobleness and every gain divine.

O beautiful for patriot dream that sees beyond the years
Thine alabaster cities gleam undimmed by human tears
America! America! God shed His grace on thee
And crown thy good with brotherhood from sea to shining sea

MY COUNTRY 'TIS OF THEE

My country 'tis of thee
Sweet land of liberty,
Of thee I sing.
Land where my fathers died,
Land of the pilgrim's pride,
From ev'ry mountainside
Let freedom ring.

GRAND OLD FLAG

You're a grand old flag,
You're a high flying flag
And forever in peace may you wave,
You're the emblem of the land I love,
The home of the free and the brave,
Every heart beats true under red, white, and blue
Where there's never a boast or a brag,
But should old acquaintance be forgot
Keep your eye on the grand old flag.

YANKEE DOODLE (traditional)

Yankee Doodle went to town,
A-riding on a pony,
He stuck a feather in his hat
And called it macaroni.
Yankee Doodle keep it up,
Yankee Doodle dandy,
Mind the music and the step
And with the girls be handy.

I'M A YANKEE DOODLE DANDY

Words and music by George M. Cohen

Oh I'm a Yankee Doodle dandy.
A Yankee Doodle doo or die.
A real life nephew of my Uncle Sam,
Born on the fourth of July.
I've got a Yankee Doodle sweetheart,
She's my Yankee Doodle joy.
Yankee Doodle went to town
A-riding on a pony,
I am a Yankee Doodle boy.

GOD BLESS AMERICA

God bless America,
Land that I love.
Stand beside her and guide her
Through the night with a light from above.
From the mountains to the prairies
to the ocean white with foam,
God Bless America, my home sweet home.
God bless America, my home sweet home.

LIFT EVERY VOICE (Black National Anthem)

Words by James Weldon Johnson and music by J. Rosamund Johnson

Lift ev'ry voice and sing, til earth and heaven ring
Ring with the harmonies of liberty
Let our rejoicing rise, high as the listening skies
Let it resound loud as the rolling sea

Sing a song full of the faith that the dark past has taught us
Sing a song full of the hope that the present has brought us
Facing the rising sun of our new day begun
Let us march on til victory is won

Stony the road we trod, bitter the chastening rod
Felt in the days when hope unborn had died
Yet with a steady beat, have not our weary feet
Come to the place which our father's sighed?

We have come over a way that with tears has been watered
We have come, treading our path through the blood of the slaughtered
Out of the gloomy past til now we stand at last
Where the white gleam of our bright star is cast

God of our weary years, God of our silent tears
Thou who hast brought us thus far on our way
Thou who hast by thy might led us into the light
Keep us forever in the path, we pray
Lest our feet stray from the places, our God, where we met thee
Lest our hearts, drunk with the wine of the world, we forget thee
Shadowed beneath thy hand may we forever stand
True to our God, true to our native land

Let us keep onward still, keep our resolve until
We achieve brotherhood for all mankind
Look to the rising sun new work each day is begun
Daily we strive til we true freedom find

Save our hope that we so long and so dearly did cherish
Lest our hears weary with cruel disillusion should perish
Stretch forth a loving hand, you who in power stand
Lose not our faith, lose not our native land.

THIS LAND IS YOUR LAND

Words and music by Woody Guthrie

This land is your land, this land is my land
From California to the New York island
From the redwood forest to the Gulf Stream water
This land was made for you and me

As I was walking that ribbon of highway
I saw above me that endless skyway
I saw below me that golden valley
This land was made for you and me

I've roamed and rambled and I followed my footsteps
To the sparkling sands of her diamond deserts
And all around me, a voice was sounding
This land was made for you and me

When the sun came shining and I was strolling
And the wheat field waving and the dust clouds rolling
As the fog was lifting, a voice was chanting
This land was made for you and me.

As I went walking, I saw a sign there
On the sign it said "No trespassing"
But on the other side it didn't say nothing
That side was made for you and me!

In the shadow of the steeple I saw my people
By the relief office, I seen my people
As they stood there hungry I stood there asking
Is this land made for you and me?

Nobody living can ever stop me
As I go walking that freedom highway
Nobody living can make me turn back
This land was made for you and me.

OATH OF ALLEGIANCE

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform non-combatant service in the armed forces of the United States when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.

LA PROMESA DE FIDELIDAD

Con esto declaro una promesa de que yo absolutamente y enteramente renuncio y descarto toda fidelidad y fe en cualquier principe extranjero, potentado, o estado soberano del cual al cual hasta defenderé la Constitucion de los Estados Unidos de America contra todo enemigo del extranjero o doméstico; que tendré fé verdadera y fidelidad al mismo; que aportaré armas a nombre de los Estados Unidos cuando se exiga por ley; que prestaré servicio de no combate en las fuerzas armadas de los Estados Unidos cuando se me exiga por ley; y que tomo esta responsabilidad libremente sin reservación mental de ninguna clase o motivo esquivatorio, asi sea bajo pena de Dios.

SIMFLIFIED ENGLISH OATH

- I give up my past citizenship and my loyalty to my other country and its leader(s).
- I will support and defend the Constitution and all U.S. laws against enemies at home and in other countries.
- I will be loyal to the U.S.
- I will fight for the U.S. if the law tells me to fight.
- I will help the military with non-fighting work if the law tells me to help.
- I will do important national work outside of the military if the law tells me to.
- I accept these duties. No one is forcing me to become a citizen. I do not have doubts about becoming a citizen.
- Because I am telling the truth, I will sign my name.

Source: Short, D. S., Seufert-Bosco, M., & Guss Grognet, A. (Eds.). (1988). *For the People . . . U.S. Citizenship Education and Naturalization Information* (M-301). Washington, DC: Center for Applied Linguistics, p. 48.

APPENDIX F: STANDARDIZED CITIZENSHIP TESTS

THE ETS AND CASAS STANDARDIZED CITIZENSHIP EXAMS

The standardized test option arose out of complaints that the naturalization exam as administered by INS interviewers was arbitrary in nature, sometimes consisting of inappropriate or insignificant questions. The standardized exam is more predictable in format and may be a less stressful environment for some applicants than with the INS officer. Standardized tests can, however, be more difficult than the INS administered exam, especially for those with low literacy skills.

An applicant who passes a standardized citizenship test will not be asked questions about United States government and history nor generally be given a dictation during the INS interview. (Note that if the applicant fails the dictation on the standardized test, he or she may be given a dictation at the INS interview.) However, naturalization applicants who pass a standardized test will still have an interview with an INS officer who will review their application for citizenship and check their ability to speak and understand English. Test scores are valid for one year; the application for naturalization must be submitted within one year of the test date.

ETS NEW CITIZENS PROJECT

The Educational Testing Service (ETS) and the Naturalization Assistance Board, in collaboration with the INS, developed a history and government exam as part of its "New Citizens Project" to help permanent residents meet the history and written English language requirements to become naturalized citizens. The first test was offered in March of 1992.

- **Exam Format**: The ETS exam is a standardized test which consists of twenty multiple choice questions relating to the history and government of the United States; the examinees must mark the correct response on a computerized answer sheet. The test also includes a one-sentence dictation, designed to demonstrate the applicant's comprehension of spoken English and his or her writing ability. The two sections are scored separately. Everyone who takes this exam is entitled to take the test twice on the same day (the two versions of the test consist of different questions), thus all applicants get two chances to pass.

- **Content**: The ETS exam has a variable number of questions on history, civics, government, or United States geography in each category. Because it is a nationally administered test, there are no questions regarding the names of local officeholders. There is also a written dictation consisting of one sentence.

- **Test Results**: Applicants receive the results of their test by mail four to six weeks after taking the exam. A passing score of 12 or more correct answers on either test (one of the two given during a single session) will satisfy all requirements of the INS for knowledge of history and government. The dictation is rated in accordance with the applicant's understanding of its intent or meaning. Discrete errors in spelling or grammar are overlooked. A examinee must pass both sections of the exam. Only passing scores are reported to the INS—they will not be revealed to the INS if an applicant fails the exam. If an applicant fails the exam, he or she may take it over as many times as he or she wishes, until a passing score is achieved. The applicant, however, must pay each time the exam is administered.

- **Registration**: Pre-registration is handled by mail to the ETS California office. Registration forms are available from ETS or from the testing sites. Applicants must mail the registration form and a $16 money order at least 30 days prior to the requested test date.

Students can register on-site the day of the test for a $20 fee, assuming the test site has sufficient exams and space.

- **Dates**: The test is offered on the second Saturday of the month. Some centers offer it quarterly and others monthly.

- **Location**: The exam is offered at numerous sites throughout the country. Since all sites will not offer the test on all dates, it is imperative that the applicant call ahead of time to verify the exact time and place of the exam.

- **Cost**: The cost of the exam is $16 for one complete session (two tests given on the same day) if the applicant registers in advance, or $20 for one complete session if the applicant registers the day of the exam at the testing site. The fee must be paid in the form of a check or money order made out to "New Citizens Project/ETS."

Further information: Any questions not answered here including how to become a test center can be directed to the "New Citizens Project Representative" at the ETS office in Pasadena, California. The telephone number is (818) 578-1971.

CASAS BASIC CITIZENSHIP SKILLS EXAMINATION

The Comprehensive Adult Student Assessment System (CASAS), a nonprofit organization based in San Diego, California, develops curriculum and assessment instruments for use in adult education programs throughout the United States. In 1989, the "CASAS Basic Citizenship Skills Test" was approved by INS for amnesty applicants to meet the government and history requirement for amnesty and naturalization. This test was revised in 1992 and approved by INS for use with any applicant for naturalization. The current test, the "CASAS Basic Citizenship Skills Examination" was first offered in December 1992.

- **Exam Format**: A unique feature of the government and history section of the test is that it is administered using an audiocassette tape and a test booklet so that examinees can listen to and read each question. The audio test is used to guarantee standardization of test administration and to simulate the test given at the INS interview. Like the ETS test, there are 20 questions. Examinees mark their responses on a scannable answer sheet. There is also a written dictation comprised of two simple sentences, and examinees must pass one of the two sentences to pass this section. An examinee who fails one or both sections of the test has a year to study to take the test again at no additional charge and the INS will not be informed.

- **Content**: The 20 multiple-choice questions assess basic comprehension of United States history, government, and civics. These three areas are covered in equal proportion.

- **Test Results**: The applicant can wait at the testing site on the day of the test to find out his or her unofficial test results. Official test results are mailed within 15 days of the test date by letter. The letter is imprinted with a raised seal to prevent fraud. It indicates that an applicant has passed and has satisfied all INS requirements regarding knowledge of United States history and government. On the back of the letter is a note to the INS examiner explaining that the civics requirement should be waived at the time of the interview. Applicants may send a copy of their Notice of Test Results with the citizenship application. They should take the original letter with them to the INS interview.

  The applicant must answer 12 of the 20 multiple choice questions correctly, and one of the two dictated sentences. A sentence is judged to be correct if the examinee communicates the general meaning of the sentence even though the sentence may contain minor grammar, spelling, or capitalization errors. If the applicant fails the test, the notice of test results indicates which section(s) of the test received a failing score. The applicant is sent a voucher to retake the test within one year at no charge. CASAS also sends study questions to assist the applicant to prepare to retake the test. The INS is not informed if an examinee fails the test. If an applicant fails the test a second time, he or she must pay to take the test again.

- **Registration**: Local test centers have control of the registration process. Applicants register through the local test center, and their money orders or cashier's checks are forwarded to CASAS. The pre-registration fee is $16 (approximately three weeks before the test date), and the late registration and walk-in fee is $20. Local test centers may decide if they will accept late registrations or walk-ins.

- **Dates**: In 1993, the test is offered monthly alternating on a Wednesday night and a Saturday morning, usually on the fourth Wednesday or Saturday of the month. In 1994, the test is offered on Saturday morning every month and on Wednesday evening every other month.

- **Location**: The CASAS citizenship test is offered at test centers throughout the country, with a major concentration of test centers in California. Prospective examinees should apply directly to a local test center, or contact toll-free CASAS Citizenship hotline ((800) 929-3743) for information for the nearest test center.

  For information on how to become a test center, contact Linda Taylor at (800) 929-3743.

- **Cost**: The cost is $16 for those who pre-register and $20 for applicants who register on the day of the test. The fee must be paid as a money order or cashier's check payable to "CASAS/372."

Further information: Any questions not answered here can be directed to Linda Taylor at (800) 929-3743, ext. 333 or (619) 292-2900, ext. 333.

PRACTICE TEST QUESTIONS
History and Government

Instructions Read each question. Pick the one best answer. Fill in the oval next to the letter (A, B, C, or D) of the correct answer.

Example

The colors of the U.S. flag are red, white, and   A ○ B ○ C ● D ○
A green
B orange
C blue
D brown

The following are questions typical of those on the English and Citizenship Test. The correct answers are found on the next page.

1 Where were the original 13 American colonies?
A On the East Coast
B On the West Coast
C In the Midwest
D In the Southwest

2 When is Independence Day?
A May 30
B July 4
C September 7
D November 24

3 The first 10 amendments to the U.S. Constitution are called
A The Bill of Rights
B The Rights of States
C The Articles of Confederation
D The Declaration of Independence

4 Freedom of speech and religion are protected by
A The Declaration of Independence
B The Bill of Rights
C Early laws of Congress
D State laws

5 The first President of the United States was
A Abraham Lincoln
B James Madison
C Thomas Jefferson
D George Washington

6 During the Civil War, the president was
A U.S. Grant
B Andrew Jackson
C Abraham Lincoln
D Theodore Roosevelt

7. An amendment to the Constitution gave to women the right to
A. vote
B. free speech
C. own property
D. serve in the Army

8. When the Japanese attacked Pearl Harbor, the United States entered
A. World War I
B. World War II
C. The Korean War
D. The Vietnam War

9. Dr. Martin Luther King, Jr. was a
A. Senator
B. Governor
C. Medical Scientist
D. Civil Rights Leader

10. Where is the United States Capitol?
A. Washington, D.C.
B. New York City
C. Philadelphia, PA
D. Boston, MA

11. The head of the executive branch of the U.S. government is the
A. Governor
B. President
C. Chief Justice
D. Speaker of the House

12. A president is elected every
A. year
B. two years
C. four years
D. six years

13. The U.S. Congress is made up of the Senate and the
A. Assembly
B. Lower House
C. House of Commons
D. House of Representatives

14. A state government is headed by a
A Governor
B. Secretary of State
C. President
D. Senator

15. A mayor governs a
A. city
B. county
C. province
D. region

Answers to Practice Questions

1. A	4. B	7. A	10. A	13. D
2. B	5. D	8. B	11. B	14. A
3. A	6. C	9. D	12. C	15. A

The passing score on this practice test is 9 correct out of 15. The passing score on an actual test is 12 correct out of 20.

The Naturalization Assistance Board, which developed this program with the Educational Testing Service (ETS), includes representatives from the following organizations:

National Association of Latino Elected and Appointed Officials

United States Catholic Conference

Hermandad Mexicana Nacional

American Council for Nationalities Service

National Council of State Directors of Adult Education

Mexican American Legal Defense and Education Fund

Association of Farmworker Opportunity Programs

Asylum and Refugee Rights Law Project, Washington Lawyers' Committee for Civil Rights Under Law

National Immigration, Refugee and Citizenship Forum

Language Communication Associates

A GUIDE TO THE NEW CITIZENS PROJECT

English and Citizenship Examination

for persons with lawful permanent residence seeking to become citizens of the United States

offered by the
Naturalization Assistance Board
and
Educational Testing Service

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The New Citizens Project English and Citizenship Examination for U.S. Naturalization

These examinations for persons with lawful permanent residence seeking to become U.S. citizens have been officially approved by the Immigration and Naturalization Service (INS). **A passing score obtained no more than one year before your application for citizenship will satisfy all requirements of the INS for knowledge of English, history and government for naturalization.** If you pass this exam, you will not be asked questions about history, government or English at your INS interview. If you decide instead to be examined by INS during your interview and fail that exam, you can take this exam instead of a re-test at the INS.

These examinations include

☐ Twenty (20) questions in English on U.S. history and government based on the Federal Textbooks on Citizenship.
You must mark the right answer from four possible answers given. The examiner will read aloud the questions (but not the possible answers) as you read them from your test booklet.

☐ One (1) short sentence read to you in English which you must write or print in English.

☐ Included here is a study guide with a list of facts covered on the exam, sample questions, and sample sentences.

Other Information About These Examinations

☐ When you sign up for an exam session you will take two equivalent exams (each with different questions). You have two chances to pass. You need to pass only one of the two exams.

☐ The exam costs only $12 for one complete session if you register by mail ahead of time.

☐ The exam costs $16 for one complete session if you do not register by mail ahead of time.

☐ Each exam takes only 1/2 hour (30 minutes); a complete exam session takes just over 1 hour.

☐ While you need not take both exams, the one fee covers both exams. Completing the full session can ***only help*** you to pass the exam. It is recommended that you take both exams.

☐ These exams are offered four times a year in March, June, September and December.

To pass at any test, you need to answer 12 out of 20 questions correctly on any one test. You also need to pass one of the writing exercises in the same session.

If you pass — INS is notified that you passed. You will not be tested again by INS. You also will receive an official notice that you passed. You should keep this notice and bring it to your naturalization interview with INS.

If you fail — NO information about your score is given to INS. Only the names of those who passed are given to INS.

You can take the test again by signing up and paying the fee. For example, if you took the exam in December, you can take the exam again in March.

There are two ways to take the test —

✓ **The best way is to sign up in advance by mail.** To sign up for the test ahead of time, you should use the list of test centers on the registration form included here. Be sure to fill out the registration form completely and mail it to the address on the form. Enclose a money order for $12.00 (twelve dollars) made out to New Citizens Project/ETS. Do not send cash. **You must mail your registration form and money order 30 days before the test date.**

(You will receive a ticket for the test session in the mail no later than three days, (or the Tuesday) before the test. If you do not receive your ticket by then, please call (818) 578-1971.

Be sure to take your ticket, a photo ID and an INS card or other document that shows your "A" number with you to the test center. You may have a card issued by INS that can serve as the photo ID.

✓ A second way to take the exam is to come to the test center on the day of the test. *You must call ahead to the center on the Thursday or Friday before* the test to make sure the test session will be conducted as scheduled and to obtain directions to the test center. *Test center managers may decide not to offer the test if no test-takers signed up ahead of time.* **The fee for taking the test without signing up is $16.00.**

Registration Form Required

To take the exam, you must use a registration form (for the current year) which is included here (or available from the agency). This registration form will list the locations of each test center in your region. You must complete this form to sign up for the exam.

How to Study for the New Citizens Project English and Citizenship Examinations

You can study for the test by reading the Federal Textbooks on Citizenship. The New Citizens Project English and Citizenship Examinations are based on them. Study the facts listed here. Also study the sample questions and examples of sentences to see if you are ready for the test.

Facts on U.S. History and Citizenship Likely to be Covered on the New Citizens Project Examinations

Discovery and Settlement

- Christopher Columbus discovered America in 1492.
- Early settlers came from England in the 1600's.
- The original people were American Indians.
- Settlers were called colonists.
- The original 13 states were called colonies.
- The original colonies were mainly along the Atlantic or Eastern sea coast.
- The first settlers in the Southwest were Spanish.

Revolutionary War and Independence

- In the 1770's, Colonists went to war with England over unfair laws.
- George Washington led the colonists in the Revolutionary War.
- On July 4, 1776, people from the 13 colonies made a statement called the Declaration of Independence.
- They met at Independence Hall in Philadelphia.
- Thomas Jefferson wrote the Declaration of Independence, which declared the colonies to be independent of England.
- The Colonial Army won the Revolutionary War.
- July 4 is a national holiday called Independence Day.
- On the American flag, each state is represented by a star. The 13 stripes represent the first 13 states.

National Government and the Constitution

- The first government in the 13 states did not work well.
- A meeting was held at Independence Hall to write a new constitution.
- This Constitution was accepted by all the states in 1789.
- This Constitution set up a strong national government that has three branches.
- The Legislative Branch makes laws.
- The Legislative Branch, called Congress, meets in the U.S. Capitol building in Washington, D.C.
- Congress is made up of two elected bodies, the Senate and the House of Representatives.
- In the Senate each state has two members
- In the House of Representatives, states that have more people have more members.
- The Judicial Branch includes the Supreme Court and other federal courts.
- These courts interpret and apply the Constitution and federal laws passed by Congress.
- The Executive Branch sees that the laws are carried out.
- The chief executive is the President.
- The President is elected every four years.
- The President's duties include those of Commander-in-Chief of the Armed Forces of the United States.
- George Washington was the first President.

- Each of these branches is meant to keep the other branches in balance. For example, the President may veto (not approve) a law passed by Congress. Congress can still pass the law if two-thirds of its members favor it.
- The Constitution can be changed (amended). These changes are called amendments.
- The first 10 amendments passed in 1791 are called the Bill of Rights.
- These amendments guarantee (assure) rights and liberties such as freedom of speech, freedom of press, and freedom of religion.
- According to these amendments, people are free to meet together and make public their views.
- Another amendment to the constitution gave women the right to vote.
- All citizens who are 18 years of age have the right to vote.
- After a required period of lawful permanent residence, a person may apply for citizenship.
- All persons earning money must file tax forms.

State and Local Government

- Each state has its own constitution.
- State governments are also divided into three branches.
- The Legislative Branch usually has two elected groups, which in many states are called the Senate and the Assembly.
- The Executive Branch is headed by the Governor who is elected by the people.
- The Judicial Branch is made up of the state courts which interpret and apply state laws.
- All states have equal rights.
- No state can leave the Union.
- The national government cannot do away with any state.
- Each state sets up counties, towns, and cities to provide for local government.
- The elected head of a city is most often called a Mayor.

U.S. History Since 1800

- The Union was tested in the 1860's when the South attempted to leave the Union.
- This lead to a bloody civil war which the North (or Union) Army finally won.
- Slavery was one of the issues that led to this war.
- Abraham Lincoln was the President who led the forces that saved the Union.
- After the Civil War, slavery was prohibited by an amendment to the U.S. Constitution.
- After the Civil War, the U.S. grew rapidly and expanded to the West with large numbers of people from other countries.
- The U.S. has fought several wars to protect its interests.
- In World War II (1941-45), the U.S. joined other nations in fighting Japan and Germany.
- World War II began for the U.S. with the Japanese bombing of Pearl Harbor, a naval base in Hawaii.
- Since 1945, the U.S. has been in wars against Communist forces in Korea and Vietnam.
- Martin Luther King, Jr. was a leader in a national civil rights movement to get rid of laws and practices that are unfair to African-American and other minority group members.

Writing a Sentence in English —

The person giving the New Citizens Project Exam will read one (1) sentence aloud two times. You will be asked to write the sentence so that someone could easily read it. These are samples of the kinds of sentences you will be asked to copy or write.

1. The birthday of the United States is on July 4th.
2. The President lives in the White House.
3. The Constitution gives freedom to people in the United States.
4. The American people live in freedom.
5. I want to live in the United States.

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PLEASE USE ONLY A NO. 2 PENCIL FOR COMPLETING THIS SHEET   ERASE ERRORS AND STRAY MARKS COMPLETELY
PLEASE BE SURE EACH MARK COMPLETELY FILLS THE INTENDED CIRCLE AS ILLUSTRATED HERE ●
In the column below the box in which you have entered a letter for your name, find the circle with the same letter and fill it in completely.

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A - NUMBER	TEST CENTER
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PRACTICE:

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2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ

PLEASE PRINT

NAME AS IT IS ON GREEN CARD:

________________ FIRST NAME

________________ LAST NAME

ADDRESS: ________________
NUMBER STREET

________________ APT #

CITY: ________________ STATE: ________________

ZIP CODE: ________________ (   ) ________________
AREA CODE PHONE NUMBER

____
SIGNATURE

SESSION ONE (Form A)

1 Ⓐ Ⓑ Ⓒ Ⓓ   11 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ   12 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ   13 Ⓐ Ⓑ Ⓒ Ⓓ
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7 Ⓐ Ⓑ Ⓒ Ⓓ   17 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓐ Ⓑ Ⓒ Ⓓ   18 Ⓐ Ⓑ Ⓒ Ⓓ
9 Ⓐ Ⓑ Ⓒ Ⓓ   19 Ⓐ Ⓑ Ⓒ Ⓓ
10 Ⓐ Ⓑ Ⓒ Ⓓ   20 Ⓐ Ⓑ Ⓒ Ⓓ

WRITING EXERCISE: Write sentence in box below. Do not write outside of box.

319

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DO NOT MARK IN THIS AREA

Trans-Optic by NCS EP-151732:321 Printed in U.S.A.

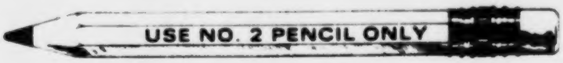
PLEASE PRINT NAME BELOW AS IT APPEARS ON GREEN CARD

FIRST NAME ____________ LAST NAME ____________

1-688-A-Number ☐☐☐☐☐☐☐☐

TEST DATE
MO ☐☐ DAY ☐☐ YR ☐☐

TEST CENTER ☐☐☐



SESSION TWO (Form B)

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9	Ⓐ	Ⓑ	Ⓒ	Ⓓ	19	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10	Ⓐ	Ⓑ	Ⓒ	Ⓓ	20	Ⓐ	Ⓑ	Ⓒ	Ⓓ

WRITING EXERCISE: Write sentence in box below. Do not write outside of box.

320

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DO NOT MARK IN THIS AREA

13750

Effective: December 1, 1992

The 1993 Registration Form for the New Citizens Project English and Citizenship Examination for Naturalization

Eligibility: This test is for those individuals who have been a permanent U.S. resident for 4 years from the date they were given permanent residency. There is no charge to complete this form.

***Please print the information requested here. Print your name exactly as it appears on your green card.** (Those with 9 digit numbers should omit the "0" in front.) It would be helpful to send a copy of your green card.

"A" Number: A ☐☐☐ ☐☐☐☐☐

Name: ______________________________
(First Name) (Last Name)

Address: ______________________________

City ____________ State ____________ ZIP ____________

Phone ______________________________

Your ticket to the examination session and examination results will be mailed to the address you indicate above.

*Please check all test dates acceptable to you. If your date is not available we will schedule you for the next date.

☐ January 9 ☐ February 13 ☐ March 13 ☐ April 10 ☐ May 8 ☐ June 12
☐ July 10 ☐ August 14 ☐ September 11 ☐ October 9 ☐ November 13 ☐ December 11

All Saturday tests begin at 10:30 a.m. You must check-in by 10:00 a.m. at the test center.

At which test center/s do you want to take the exam? Make your choice by selecting at least two test center numbers on the reverse side of this page. Note that centers marked with "†" are ***only open*** in March, June, September and December.

First Choice: Test Center Number ☐☐☐ City: ____________
Second Choice: Test Center Number ☐☐☐ City: ____________
Third Choice: Test Center Number ☐☐☐ City: ____________

To register, ETS must **receive no later than 30 days before the test date** this completed form and a money order for $16 (SIXTEEN) dollars made out to **New Citizens Project/ETS** to:

New Citizens Project/ETS
2 North Lake, Suite 540
Pasadena, CA 91101-1867

Note: If ETS cannot schedule you on the dates you select, your money will be refunded. If you miss your scheduled date, simply register again at no cost using your ticket in place of a money order. No refunds are made to ticketed persons.

If you miss the registration deadline, you may come to any test center on the day of the test if you do the following:

- Bring with you a money order for TWENTY ($20.00) dollars made out to **New Citizens Project/ETS**
- Bring this form with you with your name, address, and "A" number written in above
- Please note that you cannot be guaranteed a place; you may check with the Test Center by phone on the Thursday or Friday before the test

Reminder: The INS will accept these examination results *only if you apply for naturalization within one year* of the date of the test. For example, if you take the test on December 10, 1992, you must apply by December 10, 1993. The test satisfies section 312, demonstrated knowledge of United States history and government and English proficiency in reading and writing. At the interview, you must be able to understand and respond in English to questions about the contents of your application. *Be sure to take your ticket, a photo ID and an INS document that shows your "A" number with you to the test center.* For many, the INS card will serve as the photo ID.

Test Center List: Central, South, Southwest United States

Location	Test Center #
ARIZONA	
PHOENIX	
Chinese Chamber of Comm. of AZ 734 West Elm Street (602) 230-8700, Allen Dong/Madaline	168
Phoenix Chinese United Assoc. 3440 N. 16th Street, Suite 12 (602) 266-9308, Manny Wong	169
CET Phoenix 301 W. Roosevelt, Suite D (602) 253-0445, Maria Resendez	182
TUCSON	
CEC Tucson 2750 South 4th Avenue (602) 884-9143, Terri Martinez	180
YUMA	
CET Yuma 301 South Main Street (602) 782-4787, Nina Rhodes	181
ARKANSAS	
LITTLE ROCK	
Refugee Resettlement Program 2500 N. Tyler Street (501) 664-0340, Mr. Dutch Dorsch	101
FLORIDA	
FT. LAUDERDALE	
Corpora 2601-B West Davie Blvd. (305) 583-6828, Eugenio Torres	† 270
HIALEAH GARDENS	
Hollingsworth Hall 10003 NW 87th Avenue (305) 558-4114, Lisette R. Murado	172
HOMESTEAD	
South Dade Immigration Assn. 21 South Krome Avenue (305) 247-4779, Ms. Lisa levine	† 102
MIAMI	
Chst. Comm. Srv. Ag./U. of Miami Koubeck Center–2705 S.W. 3rd Street (305) 541-5844, Ms. Diana Nichar	† 103
ORLANDO	
Education Leadership Center 445 W. Amilia (407) 658-0110, Mr. Richard Logue	† 104
International Ministry 120 East Pine Street (407) 425-0200, David Webb	167
PENSACOLA	
St. Joseph Church Hall 134 West Government Street (904) 432-4940, Sr. Maureen Kirwan	105
ST. PETERSBURG	
Catholic Charities 6533 9th Avenue North, Suite 1 East (813) 345-0953, Mr. Adam Popis	106
GEORGIA	
ATLANTA	
Catholic Social Services 680 W. Peachtree Street, NW (404) 881-6571, Susan Colussy	107
ILLINOIS	
OGELSBY	
Interchurch Ref. and Imm. Mstry. Illinois Valley College (618) 463-5970, Suzanne Brown	† 166
CHICAGO	
Episcopal Migration Ministries 2610 N. Francisco (312) 878-4398, Ms. Iveliesse Munoz	† 108
Instituto del Progreso Latino 2750 South Blue Island Avenue (312) 847-1830, Margo Deley	109
Polish Welfare Association 3834 North Cicero Avenue (312) 282-8206, Barbara Przezdziecka	110
Polish Welfare Association 4101 South Archer Avenue (312) 254-4444, Ms. Veronica Gowin	111
Centro de Educacion y Cultura 3452 West Fullerton (312) 435-1960, Alica Becker	112
Travelers and Immigrants Aid 1817 South Loomis (312) 435-4550, Mr. Rudy Gill	† 113
Our Lady of Tepeyac High Schl. 2228 Whipple (312) 324-1911, Ms. Connie Valdez	† 114
Korean American Comm. Svcs. 4300 N. California Avenue (312) 583-5501, Mr. Harold Shin	† 142
Episcopal Migration Ministries 4750 N. Sheridan Road, Suite 429 (312) 878-4398, John Medenwald	† 143
Accion Social Hispana 2330 W. Sunnyside (312) 534-7000, Maria Uribe	† 171
JOLIET	
MAYA 653 East Jackson (815) 722-5715, Magdaleno Barragan	183
ROCKFORD	
Catholic Charities 921 West State Street (815) 965-0895, Ms. Jeanne Lindberg	115
SCHAUMBURG	
Church of the Holy Spirit 1451 Bode Road (312) 847-1830, Lucio Trejo	179
WAUKEGAN	
Episcopal Migration Ministries 410 Grand Avenue (708) 662-7081, Frances Troha	† 144
INDIANA	
GARY	
Int'l Ins. of Northwest Indiana 4433 Broadway (219) 980-4636, Mr. Lawrence E. Sharp	116
IOWA	
DAVENPORT	
Diocese of Davenport 2706 N. Gaines Street (319) 324-1911, Ms. Laura Torres	† 117
KANSAS	
WICHITA	
Catholic Charities/MRS 437 N. Topeka (316) 264-0197, Ms. Ann Boswell	† 118
SALINA	
Diocese of Salina/Catholic Chur. 230 E. Cloud, Sacred Heart High School (913) 825-0208, Marilyn Ahlstrom	164
KENTUCKY	
BOWLING GREEN	
Presbyterian Church 1003 State Street (502) 781-8336, Martha Ann Deputy	† 209
LOUISIANA	
LAFAYETTE	
Migration & Refugee Services 1408 Carmel Avenue (318) 261-5535, Elizabeth Thomas	† 145
OAKDALE	
Sacred Heart Catholic Hall 207 Meadow Drive East 7th Avenue (318) 335-3780, Rev. Juan M. Alers	146
MICHIGAN	
DETROIT	
St. Anne's Church/Migration Office 1000 St. Anne's Street (313) 496-1701, Caridad Pastor	163
FLINT	
International Institute 515 Stevens Street (313) 767-0720, Nehmat Fehmi	148
MINNESOTA	
ST. PAUL	
Int'l Institute of Minnesota 1694 Como Avenue (612) 647-0191, Mr. Ken Truitner	119
MISSOURI	
KANSAS CITY	
Don Bosco Centers Nationalities Serv. Center, 531 Garfield (816) 691-2900, Ms. Renalda Aragon	120
ST. LOUIS	
Int'l Institute of Metro St. Louis 3800 Park Avenue (314) 773-9090, Ms. Margaret B. Silver	† 121
NEBRASKA	
NORTH PLATTE	
Immigration Advocacy Service 518 South Jeffers, #2 (308) 534-0550, Theresa McGahan	123
NEVADA	
RENO	
Truckee Meadows Comm. Col. 4001 South Virginia Street (702) 673-7079, Phil Johncock	† 175
NEW MEXICO	
ALBUQUERQUE	
Catholic Soc. Serv. of Albuq., Inc. 801 Mountain Road, NE (505) 247-9521, Aileen Garriot	† 149
GALLUP	
University of New Mexico 200 College Road (505) 863-7565, Helen K. Fitton	† 150
NORTH CAROLINA	
CHARLOTTE	
Refugee Off./Catholic Soc. Svcs. 1524 East Morehead Street (704) 568-8806, Margaret Pierce	152
OHIO	
AKRON	
International Institute, Inc. 207 E. Tallmadge Avenue (216) 376-5106, Ms. Nancy Shehata	† 124
CINCINNATI	
Travelers Aid Int'l of Greater Cinc. 707 Race Street, Suite 300 (513) 721-7660, Ms. Judy Creamer	† 125
CLEVELAND	
Nationalities Service Center 1836 Euclid Avenue (216) 781-4560, Ms. Karin Wishner	† 126
COLUMBUS	
Cath. Migration & Refugee Svcs. 197 E. Gay Street (614) 228-1121, Jim Smith	162
TOLEDO	
Int'l Inst. of Greater Toledo 2040 Scottwood Avenue (419) 241-9178, Ms. Janice Clark	127
OKLAHOMA	
OKLAHOMA CITY	
Little Flower Catholic Church 1125 S. Walker Avenue (405) 235-2037, Mary E. Stelting	† 170
SOUTH CAROLINA	
COLUMBIA	
Catholic Migration & Refugee 2700 Ashland Road (803) 254-9776, Peggy Sookikian	† 153
TEXAS	
AUSTIN	
Cristo Vive 5800 Manor Road (512) 929-9100, Eugenia Sanchez	165
BRYAN	
Chaplain Services, Inc. 211 W. Wm. J. Bryan Parkway (409) 775-8980, Chapl. Moses Herrera	† 157
BURNET	
Immigration/Legalization Services 507 West Buchanan Dr. (512) 756-7760, Gilda Castillo	158
CORPUS CHRISTI	
Greenwood Library 4044 Greenwood Drive (512) 884-0651, Raymond Castellano	174
DALLAS	
Oak Lawn United Methodist Church 3014 Oak Lawn Avenue, Second floor (214) 528-4870, Ms. Vanna Slaughter	130
Bishop Lynch High School 9750 Ferguson Road (214) 324-3607, Rosemary Henry	† 131
EL PASO	
Diocesan Migrant & Refugee Svcs. 1200 N. Mesa Street, Suite #200 (915) 532-0010, Nidia Magdaleno	132
FORT WORTH	
Nolan Catholic High School 4501 Bridge Street (817) 457-2920, Bro. Al Kuntemeier	† 133
HOUSTON	
Catholic Charities/Imm. Svcs. 3717 Robertson (713) 229-0220, J. Waites/D. Tobar	134
Chaplain Services, Inc. 6223 Richmond Ave., Suite 104 (713) 974-4791, Michael Chavez	159
LUBBOCK	
Catholic Family Services 123 North Avenue "N" (806) 741-0409, Dario Rendon	135
SAN ANTONIO	
Chaplain Services, Inc. 1595 Bandera Road (512) 435-9711, Andy Herrera	160
WISCONSIN	
MILWAUKEE	
Int'l. Institute of Wisconsin, Inc. 1110 N. Old World Third St., Ste. 420 (414) 225-6220, Alexander Durtka, Jr.	140
PUERTO RICO	
MIRAMAR	
Academia del Perpetuo Socorro Jose Marti Esq. Central (809) 721-4540, Teresita Solo Leon	† 128

1/93

BEST COPY AVAILABLE

Northern and Central California and the Pacific Region Test Centers

Location — Test Center #

NORTHERN REGION

GONZALEZ
Gonzalez Union Elem. Sch. Dist. 388
220 Elko Street
(408) 275-8470, Lourdes Montes

HOLLISTER
San Andreas High School 301
191 Alvarado Street
(408) 275-8470, Lourdes Montes

LOS BANOS
Merced Community College †310
Los Banos Campus
16570 S. Mercey Springs Road
(209) 826-3431, Mary Mendes

MARYSVILLE
CHDC/Center for Employ. Train. 550
1468-G Sky Harbor Drive
(916) 741-2924, Alicia Quintana

MERCED
One Stop Imm. & Education 537
Mueblera Fantastica
1346 W. Main St.
(209) 723-8525, Federico Mendoza

OAKLAND
St. Elizabeth Elementary School †302
1503 34th Avenue
(510) 533-4009, Mr. Randy Kreher

Intn'l Institute of the East Bay †303
297 Lee Street
(510) 451-2846, Mr. Douglas Stein

Oakland Chinese Comm. Council 365
168 11th Street
(510) 839-2022, L. Rosemarie Fan

The National Hispanic Univ. †376
262 Grand Avenue
(510) 451-0511, Blanca M. Carreon

SACRAMENTO
Old Marshall School 450
2718 G. Street
(916) 422-6694, Tom Phan

Sacramento Chinese Community 566
1412 "S" Street
(916) 442-2523, Hilva Siu

Federal Overseas Chinese Serv. 584
6934 65th Street
(916) 391-8963, Kuo Chen

SAN FRANCISCO
Mission Language & Vocat. Sch. 364
2929 19th Street
(415) 648-5220, Ricardo Alva

Kum Sun Chinese Affairs 368
674 Broadway St.
(415) 956-5251, Stanley K. Ho

Kum Sun Chinese Affairs †369
2190 Powell Street
(415) 956-5251, Stanley K. Ho

City College of San Francisco †371
940 Filbert Street
(415) 561-1850, Joanne Low

Location — Test Center #

Center for Southeast Asian Ref. Resettlement 372
875 O'Farrell Street
(415) 885-2743, Dinh Van Nguyen

Korean American Development Co. 562
745 Buchanan St.
(415) 864-5517, Min Paek/Sunny Kwak

Lincoln University 563
281 Masonic Ave.
(415) 788-0203, Vivian Chang/Charles Chang

City College of San Francisco †575
50 Phelan Avenue, Visual Art #V115
(415) 552-5466, Steven Simon

Centro Latino de San Francisco †577
1656 15th Street
(415) 861-8758, Ernest Ayala

Minority Assistance Service †578
3004 16th Street, Suite 102
(415) 552-5466, Samy Baaghil

SAN JOSE
Hermandad Mexicana Nacional 305
Labor Temple–2102 Almaden Road
(408) 275-8470, Lourdes Montes

I.D.S. Center 456
414 E. William Street, Suites 6 & 8
(408) 294-5151, Diem-Thu X. Nguyen

Hodgen and Truong 595
123 E. Gish Rd.
(408) 993-2242, Ralph Hodgen

Hermandad Mexicana Nacional 596
1125 E. Santa Clara Street
Friendship Hall
(408) 275-8470, Lourdes Montes

South Bay Charity Cult. Ser. Cent. 597
2296 Quimby Road
(408) 223-6628, Caroline Kang

SAN MATEO
Catholic Charities of San Mateo County †306
Imm. Counseling Center
600 Columbia Drive
(415) 579-0277, Maria Teresa Cilia

Congreg. Church of San Mateo 571
225 Tilton Ave.
(415) 375-0800, Ani Wilson/C.G. Wilson

SAN PABLO
Contra Costa College †366
2600 Mission Bell Drive
(510) 235-7800, Nieves Sampayo

SANTA CLARA
Korean Assn. of Santa Clara Cty. 598
3248 El Camino Real
(408) 247-3322, Jea Keun Oh/Min Paek

Location — Test Center #

SANTA ROSA
California Human Devel. Corp. 307
3273 Airway Drive
(707) 576-0919, Ms. Geneva Nunez

Catholic Charities 308
709 Davis #203
(707) 578-6000, Nancy Lloyde

SOUTH SAN FRANCISCO
South San Francisco Adult Ed. †561
825 Southwood Dr.
(415) 877-8844, Valda R. Carlson

STOCKTON
St. Mary's High School 309
5648 North El Dorado Street
(209) 957-3340, Mr. Joe Nomellini

San Joaquin Delta College 367
5151 Pacific Avenue
(209) 474-5259, Judy Hemington

CHDC/Center for Employ. Training 551
2895 N. Teepee Drive
(209) 943-7671, Joe Diaz

TRACY
Tracy Adult School †565
315 East 11th St.
(209) 831-5034, Ed. Anderson/Cindi Sekera

WATSONVILLE
Alianze Elementary School 304
440 Arthur Road
(408) 275-8470, Lourdes Montes

WINTERS
Saint Anthony's Center 552
511 Main Street
(707) 426-5636, Narcissa Bravo

YUBA CITY
CHDC - Hans Miller Hall 452
420 Miles Avenue
(916) 741-2924, Blanca Mendoza

CENTRAL REGION

BAKERSFIELD
One Stop Immigration and Education Center †358
1430 Truxton Avenue, Suite 802
(805) 325-7082, Jess Nieto

Weil Institute †530
2100 Chester Avenue
(805) 395-4140, Jess Nieto

One Stop Immigration and Education Center 531
1430 Truxton Avenue, Suite 802
(805) 325-5098, Jess Nieto

CLOVIS
Clovis Adult Education 572
901 Fifth Street
(209) 292-3858, Sherry McClellane/Larry Bales

DOS PALOS
Dos Palos Adult School 374
1701 East Blossom
(209) 392-2131, Rafina Nunez/Ernie Wall

Location — Test Center #

FRESNO
CT Learning, Inc. 37
1605 Fulton
(209) 441-7131, George Verdugo

Central Unified Adult School 379
4111 N. Golden State Blvd., #105
(209) 276-5247, Ann L. Webster

Lao Ethnic Association, Inc. 58
4911 E. Kings Canyon Rd.
(209) 442-5019, Va Moua

PISMO BEACH
San Luis Obispo Lit. Council †382
Mclintock's Plaza Office
760 Mattie Road, #16
(805) 951-4219, Russell Hall

REEDLEY
One Stop Immigration and Education Center †541
1133 G Street
(209) 638-4479, Aurelio de Los Santos

SALINAS
Salinas Adult School †527
20 Sherwood Place
(408) 753-4269, An McDowell/Maria Barbosa

SANTA BARBARA
SBCC–Adult Educ. Schott Ctr. †377
310 West Padre Street
(805) 687-0812, Jose Martinez

One Stop Immigration and Education Center 545
331 Milpas Street
(805) 966-3530, Kevin Leon

SANTA PAULA
Ventura College †451
105-A Dean Drive
(805) 525-7136, Raul Barraza

PACIFIC REGION

HAWAII

HONOLULU
Kalihi-Palama Immigrant Service 401
720 N. King Street
(808) 845-3918, Tin Myaing Thein

PAAUHAU
HHD/Hamakua Office 404
Building #163, P.O. Box 206
(808) 523-8628, Andy Agguillon

CAPTAIN COOK
HHD/Oceanview Office 405
Ocean View T. C., P.O. Box 6678
(808) 523-8628, Andy Agguillon

WASHINGTON

SEATTLE
Vietnamese Lutheran Church 408
1720 S. Forest Street
(408) 722-6873, Hoai Do

Los Angeles County Region Test Centers

Location	Test Center #
ALHAMBRA	
International Chinese Affairs 1227 W. Valley Blvd., #205 (818) 284-3022, Herman K. Ng	357
Test Center – NCP 317 West Main Street, 3rd floor (818) 288-1496, Steven (Quang) Van Tran	580
Sino-America Social Service 1300 East Main Street, No. 107 (818) 458-8617, Woody Yang	594
BELL	
Templo Calvario Legalization and Education 6305 Vinevale Avenue (213) 560-5585, Adelita Martinez	355
Willie Velasquez Center 4141 Gage Avenue (213) 771-3117, Hector Chacon	526
COMPTON	
One Stop Immigration 1327 E. Compton Avenue (310) 763-3412, Martha Guerrero	533
EL MONTE	
Community Education and Cnsel. 3541 Tyler Avenue (818) 444-6291, Louis N. Hernandez	557
GLENDALE	
Glendale Community College 1500 No. Verdugo Road (818) 240-1000, Mr. Jose R. Quintanar	315
HIGHLAND PARK	
Hermandad Mexicana Nacional 5619 Monte Vista Avenue (213) 745-5222, Ms. Iris Griffith	316
HUNTINGTON PARK	
Private Immigration Agency 2407 Randolph Street (213) 582-9871, Mr. Eddie Lasseville	317
Huntington Park Library 6518 Miles Avenue (213) 583-1461, Ofelia Hernandez	535
LENNOX	
Hermandad Mexicana Nacional 4454 Lennox Boulevard (213) 745-5222, Ms. Iris Griffith	† 318
LONG BEACH	
Long Beach City College 1305 E. Pacific Coast Highway (310) 599-8022, Ms. Ana Torres-Zayas	320
One Stop Immigration and Educ. Center 532 East 4th Street (310) 495-4070, Elena Andrade	536
LOS ANGELES	
Los Angeles Southwest College 1600 West Imperial Highway (213) 777-2225, Mr. John Hendershot	† 321
Los Angeles City College 855 N. Vermont Avenue (213) 953-4289, Mr. Donald W. Moore	† 322
Hermandad Mexicana Nacional 420 N. Soto Street (213) 745-5222, Ms. Iris Griffith	323
English Today Institute Hermandad Mexicana Nacional Legal Center 2501 S. Hill Street (213) 745-2222, Ms. Iris Griffith	326
Templo Calvario Legaliation & Educ. 1931 Workman Street (213) 560-8494, Adriana Guzman	† 352
Korean Cultural Center Virgil Jr. High, 141 N. Vermont (213) 738-1146, Tom Byun	380
Centro Serv. De Immigration 3301 West Sunset Blvd. (213) 662-4552, Larry Barnes	381
Immigration Center Service 205 S. Broadway Street, Suite 217 (213) 680-4949, Hope Le/Michael Bui	453
Mid-Wilshire Voc. Ed. Training Center Los Angeles Unified School district 3670 Wilshire Blvd., Suite 312 (213) 386-8780, Kee Duk Paik	455
One Stop Immigration and Educ. Ctr. 1904 Bailey Street (213) 266-2801, Rudy Sanchez	529
One Stop Immigration and Educ. Ctr. 3600 Whittier Blvd. (213) 268-8472, Andres Gonzalez	548
Comunidad de Servicios Nacional 1241 S. Soto Street, Suite #213 (213) 265-3216, Evelyn Holmboe	554
Los Angeles Trade Technical Cl. 400 W. Washington Blvd. (213) 744-9064, Mel Brown	† 559
American International College 4601 Wilshire Blvd., #123 (213) 382-3939, Richard Choi	579
Adamian Malakian 5107 Hollywood Blvd., Suite 104 (818) 794-7770, Leon Boodanian	583
MAYWOOD	
Templo Calvario Legal. & Educ. 5910 S. Atlantic Blvd. (310) 560-8494, Narce Loya	353
MONTEREY PARK	
East L.A. College 1301 E. Brooklyn Avenue (213) 265-8634, Tracey Ellis	350
Loyal Education Center 3000 West Valley Blvd. (818) 571-2570, Nancy Wu	383
US Asian Affairs 423 N. Atlantic Blvd., Suite 202 (818) 282-7279, Carrie Ma	399
NORTH HOLLYWOOD	
Hermandad Mexicana Nacional 7120 Case Avenue (818) 503-6300, Ms. Juanita Flores	330
Valley Plaza Recreation Center 12240 Archwood Street (818) 503-6300, Ms. Juanita Flores	331
NORWALK	
Cerritos Community College 11110 East Alondra Boulevard (310) 860-2451, Norma Beroa/A. Manjarrez	329
PASADENA	
Pasadena City College – CSC 325 S. Oak Knoll Avenue (818) 792-2124, Robert J. Adanto	348
Latino Service Center 1460 N. Lake Avenue, Suite 101 (818) 398-5674, Emerita Rolon-Garcia	362
POMONA	
Garey High School 321 W. Lexington Avenue (714) 391-0067, Abel Medina	† 515
ROSEMEAD	
Hermandad Mexicana Nacional 2720 N. Jackson Avenue (213) 745-5222, Ms. Iris Griffith	340
ITC/Immigration Testing Center 8611 E. Valley Blvd. (818) 286-0685, Diane Vo	454
SYLMAR	
Los Angeles Mission College 13356 Eldridge Avenue (818) 837-2239, Guadalupe Jara	† 345
VAN NUYS	
L.A.C.A. 6650 Van Nuys Blvd. (818) 503-6300, Juanita Flores	385
WHITTIER	
Rio Hondo Community College 3600 Workman Mill Road (310) 908-3447, Dorothy Carras	† 525

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Southern California Region Test Centers (excluding Los Angeles County)

Location	Test Center #
ANAHEIM	
Trident Education Center 1800 W. Ball Road (714) 999-3738, Philip Lucero	356
Hermandad Mexicana Nacional 125 E. Ball Road, #200 (714) 772-8575, Laura E. Rivera	501
George Washington Comm. Center 250 Cypress (714) 772-8575, Francisco Roman	503
La Palma Park 1161 Anaheim Street (714) 772-8575, Francisco Roman	† 506
Ponderosa Park 2100 S. Haster Street (714) 772-8575, Pedro Hernandez	† 507
Crystal Cathedral 12141 Lewis Street (714) 772-8575, Pedro Hernandez	† 508
BLOOMINGTON	
CET Bloomington 19059 W. Valley Blvd., #202 (909) 877-3838, Emil Aparicio	585
CHINO	
Chino Community Adult School 5130 Riverside Drive (714) 628-1201, Richard Meyer	† 349
CHULA VISTA	
Precious Blood Center 1245 4th Avenue (619) 422-2100, Dolores Barron	† 520
COLTON	
Refugee & Immigration Service 150 E. Olive (714) 370-1350, Ms. Brigitte Helmer	† 314
COSTA MESA	
Hermandad Mexicana Nacional 2000 Harbor Blvd., Suite A-106 (714) 645-7379, Saray Orozco	549
COACHELLA	
One Stop Immi. and Educ. Center 1544 6th Street (619) 398-6118, Ray Huerta	532
CYPRESS	
Cypress College Adult Cont. Ed. 9200 Valley View (714) 995-2238, Milo Lipiz	† 505
EL CENTRO	
CET El Centro 294 South 3rd Street (619) 353-5450, Patrick Rodriguez	586
ESCONDIDO	
CET Escondido 111 East Washington Avenue (619) 747-9115, Felipe Ortega	587
GARDEN GROVE	
West Orange County Immigration 14200 Brookhurst Street (714) 530-7714, Diane Vo	556
INDIO	
CET Indio 44105 Jackson Street, Suite A (619) 347-4808, Luciano Crespe	591
MORENO VALLEY	
Hermandad Mexicana Nacional 12875 Heacock Avenue (714) 657-7716, Luz Maria Ayala	328
NATIONAL CITY	
St. Matthew's Episcopal Church 521 E. 8th Street (619) 474-8916, Rev. Juan Ma. Acosta	† 521
Hermandad Mexicana Nacional 1625 Sweetwater Rd., Suite G (619) 474-8519, Maria Swadener	568
OCEANSIDE	
Miracosta College, #13 One Barnard Drive (619) 757-2121, ext. 304, Joan Gipson-Fredin	† 332
Ser Family Learning Center 3355 Mission Avenue, Suite 131 (619) 754-6500, Socorro Pacheco	† 359
ONTARIO	
Ontario High School 901 W. Francis Street (714) 391-0067, Abel Medina	† 511
Chaffey High School 1245 W. Euclid Avenue (714) 391-0067, Abel Medina	† 512
Ontario City Library 215 East "C" Street (714) 391-0067, Lorena Lagunas	567
CET Ontario 536 N. Euclid Avenue (909) 391-3838, Frank Hernandez	588
OXNARD	
Oxnard Testing Center 2111 West Second Street (805) 385-2581, Dee Blankenship	† 375
PALM DESERT	
College of the Desert 43-500 Monterey Avenue (619) 773-2558, Mr. Reynaldo F. Ortiz	† 336
PALM SPRINGS	
Coachella Valley Immi. Serv. and Assist., Inc. 934 Vella Road (619) 327-1579, David & Mary Greene	351
PERRIS	
Hermandad Mexicana Nacional 500 South "A" Street (714) 943-1955, Ms. Luz Maria Ayala	337
Hermandad Mexicana Nacional 503 South "D" Street (714) 943-1955, Ms. Luz Maria Ayala	338
RANCHO CUCAMONGA	
Templo Calvario Legal. & Educ. 9227 Haven Ave. #340 (714) 948-5229, Adelita Martinez	354
Rancho Middle School 10022 Fern Blvd. (714) 391-0067, Abel Medina	† 513
RIVERSIDE	
Hermandad Mexicana Nacional 3695 First Street (714) 943-1955, Luz Maria Ayala	339
One Stop Immi. and Educ. Center 7950 Philbin (714) 785-0406, Rosa Siluentes	542
CET Riverside 9325 Narnia Drive (909) 785-0876, Gwen Dailey	589
SAN BERNARDINO	
Boys and Girls Club 1180 West 9th Street (714) 391-0067, Abel Medina	514
Libreria del Pueblo Inc. 739 N. Mt. Vernon Avenue, Suite 100 (714) 888-7678, E. Amaya/P. Guillen	576
SAN DIEGO	
Catholic Char./Refugee Immig. 4643 Mission Gorge Place (619) 287-9454, Ms. Margaret Haas	341
One Stop Immi. and Educ. Center 1308 S. 43rd Street, Suite A (619) 527-1299, Gustavo Pinales	360
Hermandad Mexicana Nacional 1313 Twelfth Ave., City College, Rm. A230 (619) 584-6922, Lynn Neault	† 516
Hermandad Mexicana Nacional 4343 Ocean View Blvd., ECC Rm. 169 (619) 584-6922, Lynn Neault	† 517
Harbor View Center, Room 106 1906 National Avenue (619) 584-6922, Lynn Neault	† 518
Mesa College 7250 Mesa College Drive, Rooms H117 & H118 (619) 584-6922, Lynn Neault	† 519
Navajo Center Room B-1 6696 Wandermere Drive (619) 584-6922, Lynn Neault	† 522
CET San Diego 3295 Market Street (619) 233-6829, Cesar Enriquez	592
SAN JUAN CAPISTRANO	
Hermandad Mexicana/Mission San Juan Capistrano 31522 Camino Capistrano (714) 645-7379, Jose Contreras	593
SANTA ANA	
Hermandad Mexicana Nacional Nacional Legal Center 828 N. Bristol Street, Suite 205 (714) 541-0250, Ms. Angie Soto	† 344
Hermandad Mexicana Nacional Century High, 1401 S. Grand Street (714) 541-0250, Maria Rosa Ibarra	† 392
Hermandad Mexicana Nacional 1532 E. Chestnut, Labor Hall (714) 541-0250, Maria Rosa Ibarra	† 393
Hermandad Mexicana Nacional 1140 S. Bristol, "G" (714) 541-0250, Maria Rosa Ibarra	394
Hermandad Mexicana Nacional 2802 S. Flower, Saddleback High School (714) 541-0250, Maria Rosa Ibarra	† 395
Hermandad Mexicana Nacional 1801 S. Greenville, Valley High School (714) 541-0250, Maria Rosa Ibarra	† 396
Hermandad Mexicana Nacional 1930 N. 10th Street, Fremont School (714) 541-0250, Maria Rosa Ibarra	† 398
One Stop Immi. and Educ. Center 319 N. Santa Ana Blvd. (714) 542-8477, Jamie Vega	544
SANTA BARBARA	
SBCC-Adult Ed. Schott Center 310 West Padre Street (805) 687-0812, Jose C. Martinez	† 377
TEMECULA	
CET Temecula 42066 Avenida Alvarado "A" (909) 676-7514, Alicia Ramirez	590
VICTORVILLE	
One Stop Immi. and Educ. Center 16897 "B" Street (619) 243-3845, Astrid Lizardi	547
WESTMINSTER	
Tuyet Hong Professional Serv. Cnt. 9573 Bolsa Avenue (714) 531-3930/531-8470, Lucie Warg	582

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Test Center List: Northeast (including Washington area)

Location	Test Center #
CONNECTICUT	
BRIDGEPORT	
Int'l Institute Connecticut, Inc. 670 Clinton Avenue (203) 336-0141, James McGinnis	202
HARTFORD	
Cath. Charities Migration and Ref. 125 Market Street (203) 548-0059, Sr. Dorothy Streichum	† 203
DISTRICT OF COLUMBIA	
St. Margaret's Church 1820 Connecticut Avenue, NW (202) 537-6557, Ms. Anne Shirk	† 204
Indochinese Community Center 1628 16th Street, NW (202) 462-4330, Viley Chaleunrath	205
Spanish Catholic Center 2700 27th Street, NW (202) 483-1520, Celia Rivas	† 206
Woodrow Wilson Intern. Center International Center, 2401 15th St., NW (202) 667-0417, Mr. Wallace Meissner	† 208
Congress of Racial Equality 1129 20th Street, NW, Suite 400 (202) 833-2464, Mr. Addo Jayson	254
Sanz School 1233 20th Street, NW (202) 659-9190, Miguel Rascou/Maurice Arias	295
MARYLAND	
BALTIMORE	
Iglesia Episcopal de Los S. E. 1001 South Potomac Street (410) 732-4911, Rev. Miguel Vilar	† 231
SILVER SPRING	
Korean American Comm. Services 969 Thayer Ave., Suite 3 (301) 589-6470, Rev. Tae Hwan Park	232
MASSACHUSETTS	
BOSTON	
Chinese American Civic Assc., Inc. 90 Tyler Street (617) 426-9492, Guttom Parnington	233
FALL RIVER	
City of Fall River – Mayor's Office One Government Center (508) 324-2600, Maria C. Igrejas	290
LAWRENCE	
Int'l Institute of Greater Lawrence 454 Canal Street (508) 687-0981, Mr. Rafael Abislaiman	211
LOWELL	
Middlesex Community College 33 Kearney Square (508) 459-9031, Ms. Maria D. Cunha	212
WEST SPRINGFIELD	
Lutheran Child & Fam. Serv. of MA 425 Union Street, Suite D-5 (413) 787-0725, Ms. Phillippa Billias	235
WORCESTER	
Catholic Charities 15 Ripley Street (Hammond Street entr.) (508) 798-0191, Sr. Theresa Khen Doan	† 213
NEW JERSEY	
ELIZABETH	
Families in Action, Inc. 478 Adams Avenue, 3rd floor (908) 353-2876, Haydee Cristancho	237
Hermandad Hispana Nacional 520 Spring Street (Laura Street) (908) 353-7423, Alejandro Calvo	260
Ecuadorean Cultural Exchange 272 N. Broad Street (718) 463-6625, Perpetua Cuesta	293
JERSEY CITY	
St. Peter's Clg. McDermott Hall St. Peter's College, 2641 Kennedy Blvd. (201) 653-3888, Marine Yasnovsky	† 214
NEWARK	
Catholic Community Services 269 Oliver Street (201) 589-0300, Ms. Patricia Pediaditis	† 215
ORANGE	
Orange Middle School 400 Central Avenue (201) 676-8556, Carlos Rivera	251
United Latins of America 340 Main Street (201) 674-1992, Daniel Martinez	296
PATERSON	
Escencia Dominicana 368 21st Avenue (201) 345-3817, E. Mantilla/A. Mantilla	285
PERTH AMBOY	
Cath. Charities (Dio. of Metuchen) 295 Barclay Street (908) 826-9160, Mr. Pedro Pacaja	236
UNION CITY	
City of Union City 3715 Palisade Avenue (201) 348-5896, Francisco Nunez	271
NEW YORK	
BINGHAMTON	
American Civic Association 131 Front Street (607) 723-9419, Ms. Ireve Krome	† 217
BRONX	
Comm. Pro-Nicarag. Ref. Aid, Inc. 2455 Sedgwick Avenue, Suite 308 (212) 933-8029, Irene Leacock	176
Community Women's Network 1630 Westchester Ave. (212) 378-3761, Ms. Angela Liriano	239
Hermandad Hispana Nacional 468 W. 143rd Street (212) 316-7484, Alejandro Calvo	262
Great Riverdale Comm. Service 206 West 231st Street (212) 548-0177, Barbara Sue	† 283
BROOKLYN	
Church Ave. Merchants Block Assn. 1720 Church Avenue, 2nd Floor (718) 287-2800, Ms. Paula Smith	218
Catholic Migration Office Diocese of Brooklyn and Queens 1258 65th Street (718) 236-3000, Ms. Marie De Targiani	† 219
Caribbean Women's Health Assn. 2725 Church Avenue (718) 826-2942, Dr. Marco A. Mason	238
African American Immig. Srv. 1424 Sheepshead Bay Rd. (718) 743-5844, Bardu I.O. Rabiu	265
1Project Ari 3300 Coney Island Ave. (718) 934-3500, Sheila Mints	† 272
Nat. Fed. of Italian-Amer. Soc., Inc. 7704 17th Avenue (718) 259-4700, Arnaldo Ferraro	292
BUFFALO	
Int'l Institute of Buffalo 864 Delaware Avenue (716) 883-1900, Ms. Hinke Boot	† 220
CORONA	
Concerned Citizens of Queens 40-03 National Street, 2nd Floor (718) 478-1600, Yanibeth Oferrall	258
Hermandad Hispana Nacional 104-17 43rd Avenue, #2 (718) 476-1358, Alejandro Calvo	261
Megalex Services 96-07B 40th Rd. (718) 478-9700, Gladys Claudio	291
ELMHURST	
Columbian Charities of Ame. 85-28 Britton Avenue (718) 507-4646, Efrain Hernandez	274
FLUSHING	
Catholic Migration Office 32-15 Parsons Blvd. (718) 268-8212, Mr. Juan Fernandez	† 241
English Lang. Learning Center 39-01 Main Street, Suite 203 (718) 460-8240, Ms. Simone Fan	242
Korean American Senior Citiz. 149-18 41st Ave. (718) 359-6024, Nicholas Yong Lee	277
Union World Learning Center 135-33 40th Rd., Suite I-R (718) 460-3310, Ray C. Chen	280
Chinese Community, Inc. 35-11 Farrington Street, 2nd floor (718) 358-9555, Lily Zheng	† 284
NEW YORK	
Cath. Charities/Archdiocese of NY 1011 First Avenue (212) 371-1000, Beatriz Diaz Taveras	222
Chinese-Amer. Plan. Council, Inc. 480 Broadway, 2nd Floor (212) 941-0046, Serena Suen	243
English Lang. Learning Center 22 East 41st Street, 3rd Floor (212) 684-6144, Bernard Madon	† 244
Hermandad Mexicana Nacional Cathedral Church St. John Divine 1047 Amsterdam Ave. & 110 Street (212) 316-7476, Alejandro Calvo	245
Hermandad Mexicana Nacional Church of the Intercession 550 W. 155th Street (212) 283-6200, Earl Kooperkamp	246
Hermandad Mexicana Nacional St. Ambrose Church, 9 W. 130th Street (212) 283-2175, Rev. Wilfred Callender	247
Elssair YMCA of Greater NY 215 West 23rd Street (212) 255-4200, Erlinda Morona	† 248
CORE 132 W. 14th Street (212) 598-4000, Kwasi Akyeampong	253
Chinatown Manpower Project, Inc. 70 Mulberry Street (212) 571-1694, Ivy Au	256
Chinatown Imm. Servs. 5-7 Doyers Street, Office #18 (212) 587-9385, George F. Lamboy	264
Universal Cultural Serv. 119 Laylayette Street, Ste. 507 (212) 219-2248, Dale Tong	276
Chinese Amer. Human Serv. 119 Laylayette Street, #304 (212) 334-0929, Florence Lee	282
United ESL Tutoring Institute 221 Canal Street, Suite 309-311 (212) 349-4985, Peter Su Ho Lee	287
Universal Bilingual Ed. & Immigration Consult Co. 210 Canal Street, Room 407 (212) 587-4083, Yong Lin Ni	289
JHS 143 (N. Manh. Coal. Imm. Rts.) 515 West 182nd Street (212) 781-0355, Elissa Eisenberg	294
WOODSIDE	
Korean Comm. Srv. 39-11 61st Street, 2nd Floor (718) 899-8597, Kang S. Soh	249
Hermandad Hispana Nacional 51-19 43rd Avenue (718) 426-0226, Carlos Rosas	263
New York Language Center, Inc. 39-11 61st St. (718) 898-2000, Rosa Fernandez	278
Ciudadanos Latinos Pblc. Sch. #12 42-00 72nd Street (718) 429-4848, Arnaldo Rinaldi	279
PENNSYLVANIA	
ERIE	
International Institute of Erie 517 East 26th Street (814) 452-3935, Ms. Rosanne Tupek	† 223
PHILADELPHIA	
Catholic Social Services 222 North 17th Street (215) 587-2424, Ms. Wanda Posacki	† 225
Nationalities Service Center 1300 Spruce Street (215) 893-8400, Ms. Gabe Labella	† 226
Lutheran Childrens and Family Srv. 101 East Olney (5th Floor) (215) 276-7800, Ms. Harriet Brenner	255
RHODE ISLAND	
PROVIDENCE	
Catholic Social Service 433 Elmwood Avenue (401) 467-7200, Jerry Noel	268
VIRGINIA	
ARLINGTON	
Ethiopian Comm. Develop. Cnt. 1036 South Highland Street (703) 685-0510, Tekka Hailu	† 228
Hogar Hispano 915 South Wakefield Street (703) 979-2641, Ms. Claire Cherkasky	† 229
FALLS CHURCH	
Comite Hispano de Virginia 6031 Leesburg Pike (703) 671-5950, Karin Yanez	† 230
NORFOLK	
Office of Refugee Resettlement 1802 Ashland Avenue (804) 623-9131, Ms. Sherri Fox	† 136
RICHMOND	
St. Gertrude School 3215 Stuart Avenue (804) 355-4559, Ms. Esther Fagan	† 137
ROANOKE	
William Fleming High School 824 Campbell Avenue, Rm. 7 (703) 342-7561, James David Maxey	† 138

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CASAS

Basic Citizenship Skills Examination

The CASAS Basic Citizenship Skills Examination has been approved by the Immigration and Naturalization Service (INS) for permanent residents who would like to become citizens of the United States.

If you are eligible to apply for citizenship, you may take this test instead of being tested in person on U.S. government and history and English by an INS officer. If you pass the CASAS test, you will still have an interview with an INS officer, who will review your application for citizenship and check your ability to speak and understand English.

You will be informed of your unoffical results on the day of the test and you will receive an official "Notice of Test Results" in the mail. If you pass, send the "Notice of Test Results" to the INS with your application for citizenship. Test results are valid for one year. If you do not pass, you may take the test again at no additional charge and INS will not be informed.

To pre-register for the test, fill out the registration form below. Take or send it to the CASAS Citizenship Test Center of your choice with a **money order or cashier's check for $16**. The form and money order must arrive at the test center three weeks before the test date, or by the pre-registration closing date for your center. If you miss the scheduled test date, you may register again at no cost by using your registration receipt. All fees are non-refundable and non-transferable.

You may register on the day of the test, but admission is not guaranteed. **Bring the registration form and a money order or cashier's check for $20.**

The CASAS Basic Citizenship Skills Examination is designed for intermediate and advanced level English as a Second Language (ESL) students, or native speakers of English. (The level of difficulty is approximately 215 on the CASAS scale.) The examination is given only in English.

The test content is based on 100 official INS citizenship questions, which are available from CASAS Citizenship test centers. The exam contains 20 multiple-choice questions. There is also a writing section with two simple dictated English sentences. You must pass both the multiple-choice and the writing sections.

Below are sample test questions.

1. What is the highest court in the United States?
   A) the Federal Court
   B) the Supreme Court
   C) the Trial Court
   D) the Superior Court

2. How many states are there in the United States?
   A) 35
   B) 40
   C) 48
   D) 50

Answers: 1. B 2. D

On the day of the test, bring two number 2 pencils, your INS card, and another photo ID. You must come to the test center on time.

CASAS

Basic Citizenship Skills Examination

Registration Form

CASAS Test Date ____/____/____ (month day year) Today's Date ____/____/____ (month day year)

INS Number A _ _ _ _ _ _ _ _ _ Telephone (______)________________

Name ________________________________ (As it appears on your INS card)

Address ________________________________ Street City State Zip code

CASAS Test Center Name ________________________________

Agency ID _ _ _ _ _ Site ID _ _ Amount paid $ ____________

Pre-registration fee $16.
Walk-in fee $20.

Money orders or cashier's checks only. Payable to "CASAS/371."
Fees are non-refundable and non-transferable

Examinee Receipt

Test Date ____/____/____ Name ________________________________ (As it appears on the INS card)

CASAS Test Center Name ________________________ Agency ID _ _ _ _ _ Site ID _ _

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Amount Paid $__________ Received by ________________________ Today's date ____/____/____

CASAS Basic Citizenship Skills Examination

6/22/93

Approved Test Centers

ABC Adult School
12254 Cuesta Drive
Cerritos CA 90701
John M. Richards
Phone 310-926-6734

Alhambra Adult Education
101 S. 2nd Street
Alhambra CA 91801
Jenny Schulz
Phone 818-38-2309

Baldwin Park School District
13307 Francisquito
Baldwin Park CA 91706
Margie Parulan
Phone 818-338-5115

Calexico USD
1030 Encinas Avenue
Calexico CA 92231
Simon Lopez
Phone 619-357-7471

Capistrano Adult School
31422 Camino Capistrano
San Juan Capistrano CA 92675
Beverly de Nicola
Phone 714-493-0659

Conejo Valley Adult School
1025 Old Farm Road
Thousand Oaks CA 91360
Barbara Dugan
Phone 805-497-4626

CT Learning
1605 Fulton Street
Fresno CA 93721
Tomas Gonzalez
Phone 209-441-7131

Delano Adult School
1357 Cecil Avenue
Delano CA 93215
Alfred Sanchez
Phone 805-725-4000, ext. 233

Div. of Adult Ed., Career & Child
LA USD, 1320 W. 3rd St., Rm.841
Los Angeles CA 90017
Kee Duk Paik, Mid-Wilshire VocTraining
Phone 213-625-6651

El Dorado Adult School
2227 Pleasant Valley Road
Diamond Springs CA 95619
Barbara Hughes
Phone 916-622-7090

El Rancho Adult School
9115 Balfour St.
Pico Rivera CA 90660
Phyllis Aeiko
Phone 310-801-5012

Elk Grove Adult Education
8820 Elk Grove Blvd.
Elk Grove CA 95624
Helena Korner
Phone 916-686-7717

Eureka Adult School
674 Allard
Eureka CA 95503
Edith R. Young
Phone 707-441-2461

LAMP Literacy Program
318 S. Ramona
Monterey Park CA 91754
Jim Roberts
Phone 818-307-1251

MAEP
1224 Del Mar Avenue
San Jose CA 95128
Sheila Lunny
Phone 408-947-2310

Marysville Adult School
4705 Valencia Way
Marysville CA 95901
Joan Clearwater
Phone 916-742-4228

Merced Adult School
P.O. Box 3707
Merced CA 95344-3707
Margaret Kirkpatrick
Phone 209 385-6524

Montebello USD
123 South Montebello Blvd.
Montebello CA 90640
Sharon Brannon
Phone 213-887-7951

CASAS Basic Citizenship Skills Examination

6/22/93

Approved Test Centers

Montebello USD
Ford Park Adult School, 7800 Scout Ave
Bell Gardens CA 90201
Sharon Brannon
Phone 213-887-7951

Mt. Diablo Adult Ed
1266 San Carlos Avenue
Concord CA 94518
Jacques La Cour
Phone 510-685-7340

Newport-Mesa USD, Davis AdultCtr
1050 Arlington Dr
Costa Mesa CA 92726
Miguel Vivanco
Phone 714-556-3430

Palm Springs Adult School
2138 E. Ramon Rd.
Palm Springs CA 92264
Dr. Esther Mesher
Phone 619-778-0492

Rowland Adult School
19100 E. Killian Ave.
Rowland Heights CA 91748
Joseph Miraglia
Phone 818-965-5975

Salinas Adult School
20 Sherwood Place
Salinas CA 93906
Maria Borrayo
Phone 408-753-4269 or 4271

San Diego CCD/ Mid-City Center
5348 University Avenue
San Diego CA 92105
Gretchen Bitterlin
Phone 619-230-2969

Santa Barbara City College-IRCA
310 W Padre St
Santa Barbara CA 93105
Jose C. Martinez
Phone 805-687-0812

Santa Monica-Malibu USD, Adult Ed
1018 Arizona Avenue
Santa Monica CA 90401
Dr. Patricia Hernandez
Phone 310-576-1400

South Bay Youth Service Center
3405 W. Artesia
Torrance CA 90504
Evelyn Holmboe, Director
Phone 310-538-4259

Tulare Adult School
575 W Maple Ave
Tulare CA 93274
Joetta Buenafe
Phone 209 686-0225

Turlock Adult School
1574 Canal Drive
Turlock CA 95381
Kathy Crouse
Phone 209-667-0643

Vallejo Adult School
1140 Capitol Street
Vallejo CA 94590
Karen Hansen
Phone 707-553-1390

Ventura College, Santa Paolo Voc
105A Dean Drive
Santa Paula CA 93060
Raul Barraza
Phone 805-525-7136

Watsonville/Aptos Adult School
550 Rodriguez Street
Watsonville CA 95076
Claudia Grossi
Phone 408-728-6330

Boise State Univ., Adult Learning
1910 University Drive
Boise ID 83725
Carol Sisco Fletcher
Phone 208-467-5707, ext. 344

Highland Park - Continuing Ed
1040 Park Avenue West
Highland Park IL 60035
Barbara Smith-Palinkas
Phone 708-432-2540

Howard Community College
10650 Hickory Ridge Rd
Columbia MD 21044
Patty Keeton
Phone 410-964-4919

CASAS Basic Citizenship Skills Examination

6/22/93

Approved Test Centers

Hartford Public Schools
115-B School Street
Hartford MI 49057
Fendon Dankert
Phone 616-621-2441

Robbinsville School
4139 Regent Avenue North
Minneapolis MN 55422
Mary Negré
Phone 612-535-1790

Truckee Meadows Comm. College
7000 Dandini Blvd.
Reno NV 89512-3999
Phil Johncock
Phone 702-673-7079

Lane Community College
1059 Willamette
Eugene OR 94701
Leonard Terrible
Phone 503-726-2253

Rogue CC-Medford Learning Ctr.
931 Rose Valley Drive
Central Point OR 97502
Ginna Neufeld
Phone 503-770-5339

Bryant Adult Center, Fairfax Co.
2709 Popkins Lane
Alexandria VA 22306
Cuong T. Nguyen
Phone 703-893-7285

Pimmit Hills Center, Fairfax Co.
7510 Lisle Ave.
Falls Church VA 22043
Cuong T. Nguyen
Phone 703-893-7285

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CASAS

BASIC CITIZENSHIP SKILLS EXAMINATION

PRACTICE 1
Ⓐ Ⓑ Ⓒ Ⓓ

PRACTICE 2
Ⓐ Ⓑ Ⓒ Ⓓ

BEGIN TEST
1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
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20 Ⓐ Ⓑ Ⓒ Ⓓ

1. **Name** ______________________
PLEASE PRINT YOUR NAME AS IT APPEARS [illegible]

2. **Address** ______________________
STREET ADDRESS

____
CITY STATE ZIP

3. **Date of Birth** ______________________
MONTH DAY YEAR

4. Today's Date

☐☐☐☐☐☐

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ (each of 6 columns)

5. Write your INS Number Here

A ☐☐☐☐☐☐☐☐

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ (each of 8 columns)

6. Agency I.D. ☐☐☐☐☐

Site I.D. ☐☐

7. Test Form 9☐☐

● ⑨

For Official Use Only ☐☐☐☐☐☐☐☐☐☐

Pre-registration ○
Walk-in ○
Re-take ○

Scores

1 - 20 ☐

21 ⓪ ①
22 ⓪ ①

PASS ○ **FAIL** ○

21 ______________________

____

22 ______________________

______________________ 331

03838 03838

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CASAS **BASIC CITIZENSHIP SKILLS EXAMINATION - Unofficial Results**

Name

INS Number A☐☐☐☐☐☐☐☐

PLEASE PRINT NUMBER AS IT APPEARS ON YOUR INS CARD

Agency I.D.

Today's Date

Site I.D.

Test Form 9

Examiner's Signature

PASS ○ FAIL ○

CASAS

Basic Citizenship Skills Examination

1993 Calendar of Test Dates

	Pre-registration Deadlines	Test Dates
January	Fri., Jan. 8	Wed. evening, Jan. 27
February	Tues., Feb. 8	Sat. morning, Feb. 27
March	Fri., March 5	Wed. evening, March 24
April	Tues., April 6	Sat. morning, April 24
May	Fri., May 7	Wed. evening, May 26
June	Tues., June 8	Sat. morning, June 26
July	Fri., July 9	Wed. evening, July 28
August	Tues., Aug. 10	Sat. morning, Aug. 28
September	Fri., Sept. 3	Wed. evening, Sept. 22
October	Tues., Oct. 5	Sat. morning, Oct. 23
November	Fri., Oct. 29	Wed. evening, Nov. 17
December	Tues., Nov. 16	Sat. morning, Dec. 4

CASAS

Basic Citizenship Skills Examination

1994 Calendar of Test Dates

	Pre-registration Deadlines	Test Dates
January	Tues., Jan. 11	Sat. morning, Jan. 29
	Fri., Jan. 7	Wed. evening, Jan. 26
February	Tues., Feb. 8	Sat. morning, Feb. 26
March	Tues., March 1	Sat. morning, March 19
	Fri., March 4	Wed. evening, March 23
April	Tues., April 5	Sat. morning, April 23
May	Tues., May 3	Sat. morning, May 21
	Fri., May 6	Wed. evening, May 25
June	Tues., June 7	Sat. morning, June 25
July	Tues., July 12	Sat. morning, July 30
	Fri., July 9	Wed. evening, July 27
August	Tues., Aug. 9	Sat. morning, Aug. 27
September	Tues., Sept. 6	Sat. morning, Sept. 24
	Fri., Sept. 2	Wed. evening, Sept. 21
October	Tues., Oct. 4	Sat. morning, Oct. 22
November	Tues., Oct. 25	Sat. morning, Nov. 12
	Fri., Oct. 28	Wed. evening, Nov. 16
December	Tues., Nov. 15	Sat. morning, Dec. 3

GLOSSARY OF NATURALIZATION LEGAL TERMS

Acquired Citizenship: Citizenship conferred at birth for children born abroad to a citizen parent(s).

Adjustment of Immigrant Status: Procedure used by certain eligible immigrants in the United States to apply for immigrant status. Aliens admitted to the United States in a nonimmigrant or other category may have their status changed to that of lawful permanent resident if they are eligible and an immigrant visa is available.

Administrative Naturalization: Final hearing conducted by an INS official rather than the courts by choice of the applicant for naturalization if the courts cannot conduct the ceremony within 45 days from date of application approval.

Aggravated Felony: This is a federal definition which encompasses various particularly serious crimes including the following—murder; certain crimes of violence where the sentence imposed was at least 5 years (incarceration); unlawful trafficking in drug, firearms or destructive devices; and money laundering. If an immigrant is convicted of an aggravated felony (which can occur in a state or federal court) it is a serious matter since almost all avenues for relief from deportation and immigration benefits are barred to an aggravated felon. The specific definition of the crime of conviction, the date on which the crime was committed, the date on which the conviction took place, the sentence and finally the actual amount of time served all have an impact on whether the crime is an aggravated felony and whether the immigrant is eligible for certain forms of relief.

Alien: Any person not a citizen or national of the United States.

Alien Registration Receipt Card: An identification card issued to aliens lawfully admitted to the United State for permanent residence officially called INS Form I-551. This document is often called a "green card" a reference to its original green color in the 1940s, however it has been blue, then white, and the current version is pink.

Appeal: A written request by a petitioner for review of a denied application by a higher authority as specified in immigration law.

Certificate of Citizenship: Identity document proving United States citizenship officially called N-550.

Child: An unmarried person under 21 years of age who a) is legitimate; or b) is made legitimate before age 18 under the law of the child's residence or under the law of the father's residence whether in or outside the United States and while in legal custody of legitimating parent(s); or c) an illegitimate child by, for, or through whom benefit sought by virtue of relationship to natural mother or natural father if father has had bona fide parent-child relationship with person; or d) stepchild, provided child under 18 at time of marriage creating stepchild status; or e) is adopted before age 16 and has lived with and in legal custody of parent(s) for two years; or f) is an orphan adopted by a United States citizen (s). An I-600 must be filed prior to the child's 16th birthday.

Criminal Alien: An alien convicted of an offense that renders the alien deportable under a criminal or narcotics provision of the Immigration and Nationality Act ("INA").

Deportation: Departure from the United States pursuant to an order of an immigration judge requiring the individual to leave the country. A person who is deported cannot legally re-enter the United States for five years without applying for special permission. See also "Voluntary Departure."

Derivative Citizenship: Citizenship derived through spouse prior to 9/2/22 or through naturalization of parent(s).

Employer Sanctions: A provision of IRCA designed to eliminate the hiring of undocumented workers by providing for fines and possible imprisonment for all employers who knowingly hire employees who do not possess INS permission to work in the United States.

Equity: A positive factor or ties to the United States such as family members legally in the United States, length of residence, etc. which if in sufficient number or importance, can help him or her qualify for a waiver or a deportation remedy (defense against being deported).

Expunge: The removal of a conviction from one's criminal record.

Excludable: Inadmissable to the United States because of applicable exclusion grounds. See below.

Exclusion Grounds: There are nine categories of reasons for denying an alien entrance into the United States listed below:

1. Health-Related Issues
2. Criminal Issues
3. Security Issues
4. Public Charge
5. Lack of Labor Certification
6. Illegal Entrance and Immigration Violators
7. Documentation Requirements
8. Ineligible for Citizenship
9. Miscellaneous

Some of these categories make an individual permanently excludable, or never able to apply for admission, and some grounds of exclusion may be waived.

Felony: In most states this is a crime punishable by more than one year of incarceration.

Immigration Marriage Fraud Amendments of 1986: Public law passed to deter immigration-related marriage fraud. Its major provision creates conditional residency status for aliens who immigrate through a spouse within two years of marriage. Also, aliens who marry during the deportation or exclusion process are ineligible to have a visa petition by their spouse approved on his or her behalf unless they submit evidence that the marriage was bona fide. To become permanent residents, conditional residents must file a joint petition with their spouse in the 90 day period preceding the second year anniversary of receiving conditional residency, or file an application for a waiver of this requirement.

INA: An abbreviation for the Immigration and Nationality Act. This is the compendium of federal immigration statutes (laws) of the U.S.

INS: An abbreviation for the Immigration and Naturalization Service—an agency of the U.S. Department of Justice which enforces and administers immigration-related laws including naturalization. The INS has primary though not absolute authority over individual citizenship determinations.

Misdemeanor: In most states, a crime punishable for no more than one year of incarceration.

Moral Turpitude: This is an immigration concept referring to crimes considered to involve "evil intent," "fraud," and/or "baseness and depravity." Under immigration law, persons convicted of crimes which the INS concludes to be crimes of moral turpitude may be deportable, and/or ineligible to establish the required good moral character requirement for naturalization.

Naturalization: The conferring, by any means, of citizenship upon a person after birth.

Order to Show Cause (OSC): A form completed by the INS district director that announces the formal intent of the INS to commence deportation proceedings. An OSC must include factual allegation, the charges and the time and place for the individual's hearing before an Immigration Judge and it must be served on an individual personally or by certified mail.

Petition for naturalization: A request which has been filed to classify an alien for the issuance of a certificate of citizenship. The form currently be used is an N-400.

Statute of Limitations: When a particular law no longer is applicable in a particular case because a certain amount of time has passed known as the statute of limitations.

Voluntary Departure: An order issued by the INS officer or an Immigration Judge granting an individual permission to leave the United States within a specified period of time at his or her own expense. If the person does not leave the country within the specific period of time, the order becomes a *deportation order* if invoked by a judge. An individual who was actually deported that had a legal way to immigrate to the United States, needs to file a waiver and have it approved before he or she can return to the U.S. legally if returning within five years. One who left through voluntary departure does not have to do file a deportation waiver.

Waiver: Waivers are used to eliminate a particular ground of excludability or deportability. For example an alien recently deported from the United States is excludable until he or she remains outside the country for five years. If that alien now want to immigrate, he or she will need a waiver.